DOCUMENT RESUME

ED 393 289 FL 022 541

TITLE	Newsletter of the Japanese Language Teachers Network, 1994-1995.
INSTITUTION	Japanese Language Teachers Network, Urbana, IL.
PUB DATE	95
NOTE	184p.; Four issues published per volume year.
AVAILABLE FROM	Japanese Language Teachers Network, University High School, 1212 W. Springfield Ave., Urbana, IL 61801 ($18 annual subscription).
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	Newsletter of the Japanese Language Teachers Network; v9-10 Dec 1993-Oct 1995
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Articulation (Education); Book Reviews; Class Activities; Classroom Techniques; Computer Software Reviews; Conferences; Cultural Awareness; Higher Education; High Schools; *Japanese; Language Attitudes; *Language Teachers; *Newsletters; Professional Associations; *Second Language Instruction; *Teacher Attitudes; Teaching Methods; Teaching Styles

ABSTRACT

These newsletter issues explore topics of interest to Japanese language teachers in the United States. Issues contain feature articles, book and computer software reviews, activities and worksheets for classroom use, letters to the editor, news of regional conferences and activities, announcements, new resources, and employment opportunities. Feature articles focus on such topics as: (1) the articulation of high school and university Japanese language programs; (2) individual teaching styles; (3) the expansion of Japanese language instruction in the United States, and the concomitant growth of professional organizations and activities to support such instruction; and (4) teaching effectiveness. (MDM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 393 289

Newsletter of the Japanese Language Teachers Network

Vol. 9 No. 1	December 1993
Vol. 9 No. 2	February 1994
Vol. 9 No. 3	May 1994
Vol. 9 No. 4	October 1994
Vol. 10 No 1	December 1994
Vol. 10 No 2	February 1995
Vol. 10 No 3	May 1995
Vol. 10 No 4	October 1995

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Carol Bond

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

FL022541

BEST COPY AVAILABLE

日本語教師ネットワーク

Newsletter of the Japanese Language Teachers Network

Vol. 9 No. 1 December 1993

GEORGE GOES TO COLLEGE

or, Why did the Snail Cross the Road?

Let me tell you about George. George graduated from high school after having studied Japanese for three years. As a freshman in college, George wanted to continue in Japanese, but he wasn't able to enroll in the fourth semester Japanese class--or even in the third semester class. He hadn't learned "enough" grammar. He doesn't know "the right" *kanji*--or perhaps his use of the spoken language isn't as good as it might be. But George loves Japanese. He was a good student in high school--in fact, one of the best in his class (a combined class of 36 second and third year students).

George's college instructors don't quite know what to do with him. It is clear that he has learned a lot, but he just doesn't seem to fit neatly anywhere in their system. Their job would be easier if George knew nothing at all about Japanese. Then they could simply begin at the beginning with him and do things "right" from the start. They conclude that this might in fact be the best pathway for George, and they place him in the beginning level of Japanese. (It will be a "good review" for him.)

Japanese isn't fun anymore for George. He becomes discouraged and wonders if he hasn't wasted three years of Japanese. Perhaps he should after all have taken something more practical like auto mechanics or computer science. When George's high school teacher learns about all of this, she is angry and frustrated. What's wrong with these college professors that they can't give George some credit for his high school work in Japanese? Don't they realize how much he has accomplished? If they think teaching high school Japanese is easy, let them spend a week in her shoes!

Is anyone very surprised at the way this story turned out? To me, the real headline-making news would be: "High School Student Attends Major University: Fits in Perfectly in All of His Classes! Professors Report They Are Pleased with the Job Being Done in our Nation's High Schools!"

As more and more high school Japanese programs are established, college instructors like those in George's story are for the first time finding students in their classes who have previously studied Japanese in high school. (What indeed do they do with them?) For the first time, articulation is becoming a real issue in Japanese. Why are we surprised? It has long been an issue in other disciplines and at all levels. It is difficult enough to achieve articulation between foreign

language programs in various feeder schools and a high school within the same school district! And, haven't we all heard English teachers complain that "they don't teach spelling anymore in elementary school"? Even a superficial comparison of a high school textbook and a college textbook in any foreign language will reveal that students are not taught exactly the same things. And certainly not by the same methods. French has been taught in American high schools since colonial times and the articulation process is still far from ideal. Why do we expect that things should be any smoother in Japanese? Articulation "problems" are not the exception. They are almost an inevitability.

This is not to say that the high school teacher and the college instructor should accept the inevitable and go their separate ways, each blaming the other for failing to do their job. Some problems simply take a long time to solve. Solutions to the articulation problems that are so painful and frustrating to everyone involved will not be quick, and they will certainly not be perfect. Everyone just might as well take a deep breath, relax, and begin talking to each other--as equals, as educators, with courage, patience, fairness, honesty and an open mind.

High school teachers and college teachers can learn a lot from each other, even as they wrestle with the difficult question of what grammar to teach at what level. Their goals are similar even though their methods, their materials, and their pace may differ. Pace, after all, is relative--especially when we're talking about the lifelong process of learning Japanese. (Have you heard the story about the snail who was run over by a turtle as he was crossing the road? A policeman arrived on the scene and asked, "What hit you?" "I don't know," replied the snail. "It all happened so fast.")

How do the two groups begin talking with each other is the next question. The state of Indiana, with its more than 30 pre-collegiate Japanese programs, has the right idea. Elaine Vukov, Administrative Director of Earlham College's Institute for Education on Japan, tells us that all K-12 and college instructors of Japanese in the state are invited to come together for a two-day conference on Japanese language education in March, 1994. They will discuss such topics as testing, standards, enrollments, teaching materials, technology, and *articulation*. The conference is sponsored by Earlham, Indiana University-Bloomington, and the Indiana Department of Education. We look forward to reporting the results of the Indiana conference in our May issue.

No one expects that articulation issues in Indiana's schools will be resolved after one weekend. But don't you expect that the Indiana teachers--K-12 and college alike--who attend the conference will make a lot of progress towards understanding each other? I do!

Carol Bond
Director, CITJ

AN ANSWER TO THE JANUARY "BLAHS!"

CITJ Offers Free Materials to Newsletter Subscribers

We announced in the October 1993 issue of the JLTN Newsletter that CITJ would expand its services by disseminating high quality supplementary materials to teachers. Our first materials--a set of *katakana* worksheets--will be ready towards the end of January.

The worksheets were designed to develop a student's ability to identify words and phrases written in *katakana* and/or to scan for necessary information from a variety of authentic materials which are of interest to high school students. The worksheets contain both *katakana*-recognition activities and task-dependent activities. In *katakana*-recognition activities, students are asked, for example, to find prices for certain items, times for T.V. shows, and kinds of toppings available at Pizza Hut in Japan. In order to engage students in real-life situations, task-dependent activities provide settings and tasks that students are likely to encounter in Japan. For example, students are asked to find out certain information needed to solve some problem such as selecting gifts for a host family, planning a trip, or deciding what to buy for a party within a limited budget.

To acquaint you with our materials, we are making a ONE-TIME-ONLY SPECIAL OFFER! Beginning in February we will be offering these and other materials for a nominal fee to cover our cost of photocopying and mailing. However, if you would like to receive the first packet of materials absolutely free, please send a note, postcard or fax with your name and address to the attention of JuliAnn Norton, University High School, 1212 West Springfield Avenue, Urbana, IL 61801, fax: 217/333-4064, before January 14, 1994. The materials will be suitable for photocopying and you have our permission to copy them for use in your classroom. In return, we will ask you to complete a simple evaluation form.

The following is a list of the ten *katakana* worksheets:

Beginning level:

Restaurant at Hanamaki
Pizza Hut
Tokyo Disneyland
Karaoke Party
What is Advertised?
Let's Go to the Movies!
Planning a Party

Intermediate level:

Living Japanese (Inside Tokyo) 1 & 2
Gift Hunt
Travel Plans

Carol Bond
Yukiko Oguchi

REVIEW

In the past the JLTN Newsletter printed reviews only of materials that could in some way be recommended for classroom use. In this issue we break with this policy to bring you the following review of NTC's Basic Japanese. We believe it is important for teachers and others who select textbooks for high schools to know when there are serious flaws which may not be apparent at first glance. Professor Hiroshi Nara's review of NTC's Basic Japanese appeared first in the Journal of the Association of Teachers of Japanese in April, 1992. We thank ATJ for their permission to reprint excerpts of the review. We invite responses from teachers who use this text.

NTC's Basic Japanese: A Communicative Program in Contemporary Japanese, Level 1, by Lynn Williams. Lincolnwood, Illinois: National Textbook Company, 1992. $26.60.

In the introduction to this textbook, Williams says that *Basic Japanese* embodies years of experience in Japanese teaching and that it is a response to a need for communicative Japanese. It is supposed to contain a number of lively, stimulating, and communicative activities. Williams also says that the book has been designed to be completed in one academic year. Also claimed is that all four skills (speaking, listening, reading, and writing) are developed from day one...

The book is divided into nine topical sections, and each section contains two to ten smaller chapters called units. These ten topical sections are "Greetings" (3 units); "In the Classroom" (7 units); "School Life" (5 units); "Time, Days and Numbers" (9 units); "The Weather" (3 units and an "extension unit"); "Myself and Others" (8 units); "Families and Friends" (10 units); "Homes and Daily Activities" (5 units) and " Health" (2 units). Not all the units are uniform in structure. Some have dialogues followed by vocabulary and activities, while others are intended for review with no new material.

The book is nicely illustrated with black and white snapshots of scenes from daily life in Japan, line drawings, and pictures of realia such as a train ticket and a *meishi*. The layout of the page and format of the text resemble those of textbooks of more commonly taught languages. Some of these pictures are a bit dated--a small nuisance. In this reviewer's judgment, however, the textbook fails to accomplish any of the goals stated in the Introduction. The failings are so enormous that one wonders why this textbook was published in the first place.

First of all, it contains numerous factual errors and misleading statements... On p. 52, we learn that students in Japan do not "usually study English until they enter high school; but the desire to be good at English, and the parental feeling that children will not succeed in getting good jobs unless they have good English, prompts most of them to attend private English lessons right through Primary School." Scores of other factual errors are sprinkled throughout virtually all the cultural notes in the book... raising the disquieting question as to whether the author has much in-depth knowledge about Japanese people and culture.

Unfortunately, the matter gets worse when it comes to linguistic accuracy. The one-line explanation for *sayoonara* tells us that it is "said to your school principal, or on a formal occasion" (p. 38). In fact most grammatical and usage explanations are inadequate, simplistic, and misleading, and not as innocuous as the case of *sayoonara*. For instance, when introducing the idea of particles with a sample sentence *hon o kudasai*. Williams writes (p. 67-68):

> Ask yourself **who** is being spoken to? The answer is **you**, therefore you are the **topic**. What is the object wanted? The answer is the book. Therefore, in a very explicit sentence, we would say: *Anata wa hon o kudasai*.

Would we really say that very explicit sentence? Is *Anata wa hon o kudasai* what lies underneath *hon o kudasai*?

In reference to a sentence *watashi wa se ga takai desu*. the particle *ga* receives the first explanation as follows (p. 194):

[Being tall] is the one thing about yourself that you want to mention in the sentence, and which you want your listener to focus on. This is why you use the **ga** particle because **ga** signals to people to take particular note of the thing in front of it.

If you think about it, it's much the same with the other use of **ga** [in *watashi wa inu ga suki desu*]...

So, whenever you want to talk about one particular thing about yourself, you must put **ga** after that part.

This is the most comprehensive explanation of *ga* provided in this textbook. About *wa*, the author writes simply that this particle "signals what you are talking about" (p. 25). And *o* "follows the object or thing that you are talking about" (p. 67). If students are unfortunate enough to learn about particles from this book, they will come away very confused about how particles work. Simplistic and grossly inadequate explanations are commonplace in other areas of grammar as well...

Sometimes Williams's explanations have a peculiar slant. When introducing the *kanji* for woman, he says: "*Onna* is a stylized figure of a woman carrying a baby. Note the strong role model that it symbolizes. Only relatively recently has equality for women started to become a reality for women in Japan. In some situations even now, women are expected to play a subservient role" (p. 195-96). One wonders whether this degree of interpretation is necessary, let alone appropriate.

What will surely appall Japanese teachers is the dialogues. These dialogues are touted as lively and communicative in the introduction, a real vehicle for communication in Japanese. A model dialogue found on p. 86 runs as follows:

K: Konnichi wa. Nani o shimasu ka.
S: Piano o renshuu shimasu.
K: Soo desu ka.
S: Hai soo desu. Sayoonara.

On p. 145, there is the following dialogue:

A: BIRU san, Ohayoo.
B: Kyoo umi ni ikimasu ka.
A: Iie
B: Naze desu ka
A: Ame deshoo.

Here, Williams teaches erroneously that *deshoo* can be used as a response to a why-question. This may appear outrageous but is not as astounding as the following found on p. 182, in which Kara (K) responds to Dean's (D) query about her birthday.

K: Watashi no tanjoobi was shigatsu nijuusannichi desu.
D: Shekusupia [sic] (Shakespeare) no tanjoobi deshita.
K: Soo desu ka. Joozu desu ne.

If you are wondering what is going on, you are not alone. We learn that Dean answered that April 23 is the birthday of Shakespeare, to which Kara responds "Oh really? You are clever, aren't you!" We are then asked to learn the phrase *joozu desu ne* and add it to future conversations in this way.

These dialogues and others in the book are so bizarre and outlandish (some are simply incorrect) that they do not even approximate real linguistic behavior. No attention is paid to the natural flow of conversation, hesitation noises, *aizuchi*, or other little things good speakers of Japanese do when speaking. These and all other dialogues are reminiscent of the peculiar, stilted dialogues often presented in junior high school English textbooks in Japan, or put another way, sound as if transcribed from conversations between two intermediate students of Japanese struggling to communicate in Japanese. On this point alone, the textbook is unsuitable for class use.

Errors in readings further undermine this reviewer's confidence in William's proficiency in Japanese. Is the Japanese man's name romanized as "Kennichi" (and the hiragana けんにち) appearing on p. 154 intended as a real Japanese name or a mis-rendition of the more common けんいち? And why is the seventeenth of the month given as *juunananichi* in the chart on p. 183 and in the appendix?

Although relatively minor, the Japanese in the textbook is riddled with more than the average share of typographical errors. To cite a few, Brent in katakana has *shi* instead of *n*, and the middle kana of Sasha is *tsu* instead of *shi* (p. 306). The word for Taiwan, which happens to be given in katakana for some unknown reason, is rendered as タィワン. ロシア , which is hardly used nowadays to refer to the now former Soviet Union, is rendered as ロツア . There is no explanation of the basic phonetics of Japanese. All material in Japanese in this textbook is written with spaces between the words...

It is rare to find so little that is good about a textbook. Riddled with mistakes, lacking a coherent body of knowledge about the language which can serve as a foundation for further study, and marred by aberrant dialogues, it cannot be used at any level. It (is) disturbing to find that the field of Japanese language teaching is still in an embryonic stage which allows a book of this quality to be published as a textbook. Moreover, it is disheartening to think that the large amount of resources which must have gone into this project could have been used to publish a more worthwhile textbook.

Hiroshi Nara
East Asian Languages and Literatures
University of Pittsburgh

SOFTWARE REVIEWS

Interactive Japanese: Understanding Written Japanese CD-ROM for Macintosh, available from C.A.L.L. (Computer Accelerated Language Learning) Project, P.O. Box 2253, Alpine, CA 91903. Tel. 619/445-4210. $350

System Requirements: Mac Plus or Higher, Min. 2 Meg RAM, KanjiTalk System 6.0.5 or higher, Hypercard 2.0 v2 (included); Apple CD-ROM drive or compatible drive. The current program is not compatible with System 7, which is required by the most recent Macs, but the makers are considering creating a version of the program that would be compatible with the System 7 Japanese Language Kit. (The JLK, available to schools through Apple for $137, is a very inexpensive way to allow a Mac to operate in Japanese.) *Understanding Written Japanese* is networkable, and institutions seeking to use it on a network should contact the distributor.

Interactive Japanese: Understanding Written Japanese (UWJ) provides the user with a great wealth of realia-based reading material for computer-assisted study. It is primarily geared for students at an advanced beginner to intermediate level in their study of written Japanese.

The central part is a set of ten lessons, each containing several sub-lessons based on real-life-type examples of Japanese script and focusing on various reading skills such as skimming, scanning, complete comprehension, critical reading, or task-oriented reading. Through pull-down menus, students can easily remind themselves of what reading skills they are focusing on or see a listing of important grammatical topics incorporated into the text. Students can also easily call up the meanings of words, phrases, and sentences in each text.

Many of the selections in UWJ are task-based, such as choosing a restaurant based on information the learner can glean from shop fronts or reading the directions on a package of curry or frozen pizza. Lessons 1-5 are primarily realia-based materials, much of which is in the form of scanned-in photographs of signs or products. Lessons 6-10 are more in the form of memos, diaries, directions letters and short essays. A useful feature of lessons 6-10 is that any sentence in the texts can be heard read by a native speaker by simply clicking on the sentence and using a pull-down menu option.

Each sub-lesson includes clearly stated objectives and instructions. The program provides comprehension questions which tie into the nature of the reading task being focused on. Scanning and skimming tasks have time limits which the user can adjust to provide an appropriate level of challenge. The program keeps track of each user's score and the amount of time spent on a task. This information can be saved on disk for students' or teacher's later reference.

Tests are included at the end of each lesson, but some are more like computer games than the typical tests students take. In chapter one, for example, the learner becomes the mother who must take her bratty 5-year-old son Ken-chan to the department store, reading road signs along the way, finding him a lunch at the restaurant which he will eat given his likes and dislikes, finding the closest men's bathroom, and finding the emergency exit sign when a fire breaks out. My high school students loved it and wanted to do the test again. In chapter 7, students assemble a jigsaw-puzzle-type map based on information in the text.

One of the neatest features of *Interactive Japanese: Understanding Written Japanese* is an abridged on-line version of Nelson's *kanji* dictionary containing 1,850 commonly used characters. When the user enters the dictionary, he or she specifies as much information as is known from the following options: main entry *kanji*, Nelson number, radical number, number of strokes, adjacent *kanji*, or radical name. The user can also click on components present in the *kanji* from a list of approximately 75 shown on the right-hand portion of the screen. After the user clicks on the "Find It" button, hundreds of *kanji* zoom past in a window on the screen, but all the ones meeting the description remain. From those choices the user clicks the one he/she needs, and the program

displays the information from Nelson's, including the list of compounds and their definitions. Alternatively the user can search for *kanji* by looking through radical indexes, stroke number indexes, or *on-kun* reading indexes, all of which can easily be called up on the screen. This easy-to-use *kanji* dictionary is one feature that will be immediately popular with students.

Another feature of UWJ is an on-line Japanese-English dictionary containing all the vocabulary needed for the various texts and exercises in the package. The reader can also search for English words appearing in the definition section, allowing the dictionary to be used to some extent as an English-Japanese dictionary as well.

I have some minor concerns. The set-up explanation in the manual can be overwhelming at first, for the reader must first plow though a detailed explanation of how to install KanjiTalk, something which most users have probably already done; and if they haven't, they can get that information from the KanjiTalk manual when they buy KanjiTalk. (I understand, however, that the C.A.L.L. office is now working on an abbreviated explanation for those who already have KanjiTalk.) Secondly, the Macintosh is limited in the clarity it can provide at those times when smaller fonts are needed in the program, and beginning readers may need some help adjusting at first. Thirdly, response time when entering a new lesson or sub-lesson on my Macintosh SE/30 was slow, though I understand this can be improved by transferring the program (approximately 16MB) to hard disk, leaving only the sound tracks on the CD. Use of a Mac II, especially with a high-speed CD drive, would also surely speed up transitions. Finally, some teachers might prefer that there were an option for showing the readings of the *kanji* in *hiragana* rather than *romaji* when calling up information about a word or phrase in the text.

Overall, however, the program provides a very motivating and pedagogically sound introduction into the world of written Japanese. The drop in price from $850 when I originally reviewed the program to $350 will also help to make it available to more schools and colleges offering Japanese.

Kyooto, Nara: Hyper-Travel Hypercard Software, by Kayoko Hirata, Ph.D. Available from Cheng & Tsui Company, 25 West Street, Boston, MA 02111. Tel. 617/426-6074. $69.95

System Requirements: Macintosh SE and some Mac II's; 2 MB RAM; KanjiTalk 6.0 or above with a compatible version of Hypercard; (Program requires approximately 1.7 MB of hard disk space).

Kyooto, Nara: Hyper-Travel offers a low-cost entry into computer-assisted reading instruction, provided one already has access to KanjiTalk. There is no additional hardware to purchase.

The program is a computerized guide to nineteen scenic spots in Kyoto and Nara. Each site has a description in Japanese of several sentences concerning its history and distinctive features, and there are several explanations of traditional Japanese culture in various notes that pop up. There is a basic map of the areas showing the location of the historic sites and an index allowing one to cross-reference the sites by type (castle, temple, shrine, with garden, etc.) and vice-versa. An attractive scanned-in photo of each site is also available.

The texts are written in a straight-forward style. The author has assumed the students will have a basic familiarity with Japanese grammar as one might have after two or three semesters of college Japanese. The program could be used with upper level high school students. The text appears in *kanji* and *kana*, with *kana* readings provided for all *kanji*. First and second grade *kanji* are included, along with those in proper names and certain words related to history or the sites themselves.

Each passage can be easily transferred sentence-by-sentence into a dictionary format which allows the learner to click on content words and expressions and have a translation appear for the expression. In addition, English translations are available for all Japanese passages.

I have a major concern. I would have much preferred to see the *kana* readings of the *kanji* supplied above or below the *kanji* rather than included full size in parentheses following the *kanji*. It is hard to practice developing reading eyespan when one has to jump over the parentheses even for *kanji* one knows. Leaving room for *yomigana* above or below the *kanji* might have required an extra "card" for each site, but I think it would have been worth it, especially if the user could have the option of toggling the *yomigana* in or out.

The *Kyooto. Nara: Hyper-Travel* program would be of great interest to upper level high school students preparing to travel to that area of Japan but students not planning to go there might not be as interested. In any case, students will find the passages of very manageable length and will enjoy the benefit of being able to use the built-in dictionary.

Cliff Darnall
Elk Grove High School
Elk Grove Village, IL

TEACHER TO TEACHER

Using *Katakana* Activities to Boost Student Confidence

Even our most motivated students sometimes get bogged down with Japanese language studies. At times like this I give my students activities that use their knowledge of familiar topics. These activities have the effect of boosting their confidence in the use of Japanese, even though the last test might not have gone so well.

The *katakana* activities that follow are based on the topic of NBA basketball in the United States. (The NBA has quite a following in Japan!) These worksheets were designed around a page in a popular Japanese sports magazine called *Super Basket*. The "Personal Leaders List" is full of players' names and place names easily recognizable by any kid who lives in the United States. The following four worksheets are for two difficulty levels, demonstrating how a single authentic source can be tailored for different groups of students. All of my students, including those with no interest in the NBA, enjoyed working on these.

Chris Thompson
University High School
Urbana, IL

日本語1
カタカナれんしゅう
NBA バスケット　＃1。

なまえ：
Date：

It's basketball season! Basketball is a popular sport, not only in the U. S. but also in Japan! In fact, American basketball is very popular, and each year, several NBA exhibition and regular season games are played in cities in the Tokyo and Osaka area. Below is a list of NBA teams in カタカナ. For the team names listed in katakana below, figure out each English equivalent, and write your answer below each Japanese team name. If you aren't a basketball fan, you may have to ask a friend, sibling, or parent who knows the sport for help. Good luck!

東(ひがし)カンファレンス (Eastern.....?????)

01。ニューヨーク・ニックス

02。シカゴ・ブルズ

03。クリーブランド・キャブズ

04。ボストン・セルテイクス

05。シャーロット・ホーネッツ

06。ニュージャージー・ネッツ

07。アトランタ・ホークス

08。インディアナ・ペーサーズ

09。オーランド・マジック

10。デトロイト・ピストンズ

11。マイアミ・ヒート

12。ミルウオーキー・バックス

13。フィラデルフィア・76ERS

14。ワシントン・ブレッツ

西(にし)カンファレンス (Western.....?????)

01。フェニックス・サンズ

02。ヒューストン・ロケッツ

03。シアトル・スーパーソニックス

04。ポートランド・トレイルブレイザーズ

05。サンアントニオ・スパーズ

06。ユタ・ジャズ

07。ロサンゼルス・クリッパーズ

08。ロサンゼルス・レイカーズ

09。デンバー・ナゲッツ

10。ゴールデンステート・ウオリアーズ

11。サクラメント・キングズ

12。ミネソタ・テインバーウルブズ

13。ダラス・マーベリックス

日本語 1
カタカナれんしゅう
NBA バスケット　＃2。

なまえ：
ひづけ：

The "Personal Leaders" list that accompanies this exercise sheet was taken from a magazine called, スーパー・バスケット, a Japanese スポーツ・マガジン that regularly profiles the NBA. In the 1993 August issue, this list was included on 7 7ページ. Familiarize yourself with the list, and answer the following questions. Some questions require only an English answer. However, for most questions, write your answer in both にほんご and in えいご. For example: ラリー・ジョンソン／Larry Johnson.

1. Who was the most valuable player of the 1992-93 season?

2. What team did the recipient of the Sixth Man Award play for?

3. What kind of recognition did Patrick Ewing receive? (English only.)

4. What Chicago Bulls player appears on the All NBA Third Team list?

5. What position did the answer to # 4 play?

6. What team did the coach of the year coach for?

7. What award did "The Shaq" receive? (English only.)

8. Who was the All NBA First Team player at the center position?

9. What honor did Michael Jordan receive? At what position is he listed?

10. Who was the Schick Defensive Player of the Year?

11. How many Chicago Bulls players are among the "Personal Leaders?" Write the name(s) of such (a) player(s).

12. Name the team that Chris Jackson played for. What honor did he receive? (The second answer can be in English only.)

Personal Leaders

Most Valuable Player
チャールズ・バークレー
(フェニックス・サンズ)

Rookie of the Year
シャキール・オニール
(オーランド・マジック)

Most Improved Player
クリス・ジャクソン
(デンバー・ナゲッツ)

Schick Award
Defensive Player of the Year
アキューム・オラジュワン
(ヒューストン・ロケッツ)

Sixth Man Award
クリフ・ロビンソン
(ポートランド・トレイルブレイザーズ)

ALL-NBA First Team
フォワード
チャールズ・バークレー (フェニックス・サンズ)
ドミニク・ウイルキンス (アトランタ・ホークス)
センター
アキューム・オラジュワン (ヒューストン・ロケッツ)
ガード
マイケル・ジョーダン (シカゴ・ブルズ)
ジョン・ストックトン (ユタ・ジャズ)

ALL-NBA Second Team
フォワード
カール・マローン
(ユタ・ジャズ)
ラリー・ジョンソン
(シャーロット・ホーネッツ)
センター
パトリック・ユーイング
(ニューヨーク・ニックス)
ガード
ジョー・デュマース
(デトロイト・ピストンズ)
マーク・プライス
(クリーブランド・キャブス)

ALL-NBA Third Team
フォワード
スコッティ・ピッペン
(シカゴ・ブルズ)
デリック・コールマン
(ニュージャージー・ネッツ)
センター
シャキール・オニール
(オーランド・マジック)
ガード
ダン・マーリー
(フェニックス・サンズ)
ティム・ハーダウェイ
(ゴールデンステイト・ウォーリアーズ)

Coach of the Year
パット・ライリー (ニューヨーク・ニックス)

日本語3
カタカナ練習
NBA バスケットボール　＃1。

名前：
日付：

今、アメリカではプロバスケットのシーズンが始まりました。アメリカ人はバスケットが大好きですが、日本の人もバスケットに興味があります。日本の中学、高校や大学では体育の時間やクラブでバスケットをしています。プロのリーグもあります。たくさんの会社がチームをもっています。日本のバスケット・ファンはアメリカの NBA に興味をもっています。このプリントにある名前は NBA のチームの名前です。読んで、英語で名前を書いてください。NBA のチームは２７あります。がんばってください。

東カンファレンス (Eastern.....?????)

０１。ニューヨーク・ニックス

０２。シカゴ・ブルズ

０３。クリーブランド・キャブズ

０４。ボストン・セルテイクス

０５。シャーロット・ホーネッツ

０６。ニュージャージー・ネッツ

０７。アトランタ・ホークス

０８。インディアナ・ペーサーズ

０９。オーランド・マジック

１０。デトロイト・ピストンズ

１１。マイアミ・ヒート

１２。ミルウオーキー・バックス

１３。フィラデルフィア・７６ERS

１４。ワシントン・ブレッツ

西カンファレンス (Western.....?????)

０１。フェニックス・サンズ

０２。ヒューストン・ロケッツ

０３。シアトル・スーパーソニックス

０４。ポートランド・トレイルブレイザーズ

０５。サンアントニオ・スパーズ

０６。ユタ・ジャズ

０７。ロサンゼルス・クリッパーズ

０８。ロサンゼルス・レイカーズ

０９。デンバー・ナゲッツ

１０。ゴールデンステート・ウオリアーズ

１１。サクラメント・キングズ

１２。ミネソタ・ティンバーウルブズ

１３。ダラス・マーベリックス

日本語3
カタカナ練習
NBA バスケットボール　＃2。

名前：
日付：

パーソナル・リーダー・リストを読んで、問題に日本語で答えなさい。

新しい言葉

選手：めいし：player.
EX: マジック・ジョンソンはロサンゼルス・レイカーズの選手でした。

選ばれる：どうし：To be chosen.
Ex: MVP に選ばれる。

問題

1．１９９２－９３シーズンの MVP に選ばれた選手はだれですか。

2．１９９２－９３シーズンの MVP はどのチームの選手ですか。

3．ALL NBA ファスト・チームのオールスター・ガードは二人います。選手の名前とチームを日本語と英語で書きなさい。

選手：＿＿＿＿＿＿＿＿＿＿　チーム：＿＿＿＿＿＿＿＿＿＿
英語で：　　英語で：

選手：＿＿＿＿＿＿＿＿＿＿　チーム：＿＿＿＿＿＿＿＿＿＿
英語で：　　英語で：

4．アトランタ・ホークスのファスト・チーム・オールスター選手はだれですか。

5．アトランタ・ホークスのファスト・チーム・オールスター選手のポジションは何　　ですか。

6．ルーキー・オブ・ザ・イアーにどの選手が選ばれましたか。チームも書きなさい。

7．オール NBA のサード・チームに選ばれたシカゴ・ブルズの選手はだれですか。ポジションも書きなさい。

8．ティム　ハーダウェイはどのチームの選手ですか。

9．パーソナル・リーダー・リストにクリーブランド・キャブスの選手は何人いますか。選手の名前も書いてください。

10．コーチ・オブ・ザ・イアーはパーソナル・リーダー・リストのどの選手のコーチですか。

11．あなたはパーソナル・リーダー・リストのどの選手が好きですか。

12．あなたはパーソナル・リーダー・リストのどの NBA チームが好きですか。

NEWS FROM SOUTHWESTERN SECONDARY TEACHERS OF JAPANESE

"Videopal" Opportunity

Videopals is a pilot project where high school second language classes produce brief (15-25 minute) video stories on themes from their daily lives to exchange with students in the countries of the target language. The program began in January, 1993, with video exchanges between two Japanese and two Northern California high schools (Alisa High School in Salinas and Palo Alto High School in Palo Alto). Themes of the American students' videos included an introduction of the school and local community, student perspectives on local and global issues, and other topics of interest to the video makers. Students planned and directed the video production themselves, under the supervision of their teachers, Tei Dacus and Norman Masuda. The videos, which included segments in both Japanese and English were produced over a four-month period in January-April, 1993. These students then had the pleasure of receiving similar videos from the two schools in Japan.

Videopals is sponsored by AcrossCulture, a non-profit project of the Tides Foundation in San Francisco. AcrossCulture has received funding from a private donor to get the project off the ground. Co-directors Ted Dale and Kay Sandberg-Abe continue to seek funds from private businesses and foundations in the United States and Japan to expand the program to additional schools and countries in the coming years. Ted and Kay would like to talk to any school interested in joining the Videopal network of schools. You may reach them at: AcrossCulture, 200 Clocktower Place, B-205, Carmel, CA 93923 Tel. 408/626-2036 Fax. 408/626-8932.

A LETTER TO THE EDITOR

Dear Editor,

Thanks to the Newsletter of the Japanese Language Teachers Network, from which I benefitted several times. The following is how I have implemented the classroom activities in the newsletter.

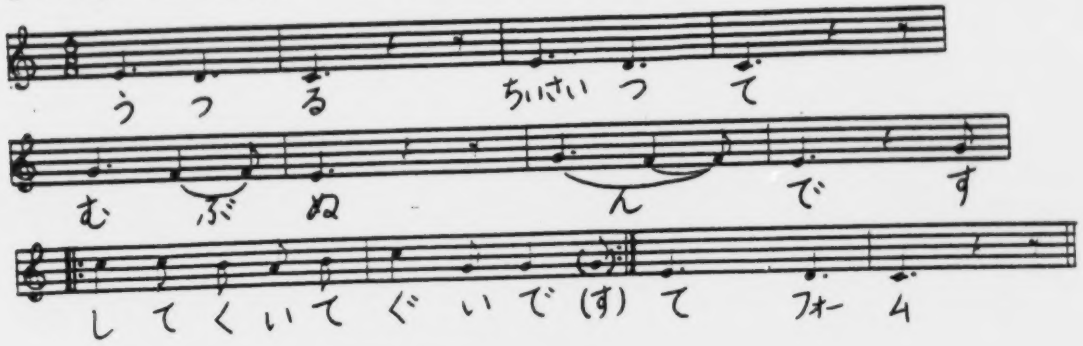
1) "*Kotae Riree*" by Chris Thompson (Vol. 7 No. 4): I adapted the game for my third year of Japanese at college level. I divided the class into two groups (female vs. male students). The first two topics were generated by students, one of which was "Clinton." I gave each group only one minute, and scored their answers. After the warm-up (i.e. first two topics), I shifted gears toward a debate: "women are better than men" (topic to female students) vs. "men are better than women" (topic to male students). A number of interesting, silly, wise arguments were generated from both groups. I believe that the games are not limited to younger learners. From my experience, I found that adults like college students and business people LOVE fun things to do.

2) "Teaching Relative Clauses" by Kim K. Roberts (Vol. 8 No. 2): I made a copy of relative clause worksheet and assigned it to my second year students as homework.

The ideas in the Newsletter are invaluable to me as a language teacher. I hope you will continue to publish practical, creative, useful newsletters in the future.

Here is my little contribution to other Japanese teachers!

Teaching *te*-form

Once the *te*-form is introduced, the students can broaden the horizons of their conversations. There are many *te*-form expressions: *te-kudasai, te mo iidesuka, te wa ikemasen, te shimau, te-oku, te-kara,* etc. One difficulty with the *te*-form is memorizing all its conjugations. In order to make memorization easier, I made a song which applies to the first group of verbs. The song is sung to the melody of "Three Blind Mice" as follows:

Final Syl.	-te Form	Example
- う	- って	かう → かって
- つ		まつ → まって
- る		かえる → かえって
- む	- んで	よむ → よんで
- ぶ		よぶ → よんで
- ぬ		しぬ → しんで
- す	- して	はなす → はなして
- く	- いて	きく → きいて
- ぐ	- いで	いそぐ → いそいで

Sincerely,
Noriko Tsuboi, Japanese Instructor
Gettysburg College
Gettysburg, PA

AN ALERT READER FROM MICHIGAN ON A TERRIFIC DEAL FROM COLORADO

Lucinia Haywood, a Japanese language teacher in Detroit, writes: "*Konnichiwa.* In the October issue you featured the video series **Japanese Language and People** available through Contact Films for $359. The ten videocassettes alone [without audio cassettes, textbook or manual] are available for considerably less, $179, at Mind Extension University Bookstore in Colorado."

But the deal got even better when we called the Bookstore to confirm the price. The new price is now only $159.95 plus $5.50 for shipping. We have heard good reports of the series but have not yet previewed it here at CITJ. We would like to hear from any teachers who are using the series, successfully or otherwise, in their classrooms.

Meanwhile, a big "thank you" to Ms. Haywood for responding quickly with information on the Mind Extension University Bookstore. Contact them at ME/U Bookstore, P.O. Box 6612, Englewood, CO 80155-6612. Tel. 800/777-MIND.

NEW RESOURCES

English Grammar for Students of Japanese by Mutsuko Endo Hudson (The Olivia and Hill Press, 1994) is a study guide for English speakers learning Japanese. It defines and explains grammatical structures as they apply to English, and then explains how the same structures are handled in Japanese. It points out common pitfalls and provides short reviews for self-testing. Written for students and teachers on both the high school and college level, the purpose of the book is to decrease the amount of time spent explaining grammar, leaving more time for communicative classroom activities. Available from The Olivia and Hill Press, 905 Olivia Avenue, Ann Arbor, MI, 48104 Tel. 313/663-0235. Fax. 313/663-6590.

Interactive Japanese: Understanding Spoken Japanese I uses computer and videodisc technology to provide individualized instruction, emphasizing direct and constant interaction between the learner and the program. *Understanding Spoken Japanese I* presupposes a rudimentary knowledge of Japanese sounds, vocabulary and sentence patterns. Using technology to simulate real life, the program draws the learner into situations such as shopping, visiting, asking directions and ordering meals. The learner then responds to questions and statements tailored to the learner's level of comprehension. *Understanding Spoken Japanese I* is available in IBM or Macintosh versions. A laser videodisc player is also required. Complete set of disks, videodiscs and handbook, $1650. Special sale price before December 31: $990. For more information on the program and hardware/software requirements, contact Teri Pung, Cedrus, Inc., 1428 Buena Vista Ave., McLean, VA 22101. Tel. 703/883-0986 Fax. 703/734-9490.

Kanji Reader Volume 1 is a new program for the PC from QuickScholar Software. It teaches 150 *kanji* and includes more than 1500 words, phrases, and sentences and more than 500 Japanese proper names using these *kanji*. *Kanji Reader* tracks individual progress and tailors each lesson to the student's own achievement level. Each lesson teaches one new *kanji*, with quiz items consisting only of that *kanji* alone or in combination with *kanji* already studied. *Kanji Reader* supports the new student with instant HELP and instant *kanji* look-up, while it contains some real challenges for the advanced student, too. *Volume 2* will be available in January. Additional volumes will follow until the nearly 2000 *kanji* required for high school graduation in Japan are included. *Kanji Reader Volume 1* costs $40 plus $5 shipping per order. Site licenses are available for all QuickScholar products. The shareware version of *KanjiReader ($5)* is a fully-functional, completely documented version which teaches the first fifty *kanji* of *Volume 1*. This version lets you evaluate the program before you buy it. It can be copied freely to share with your students, other teachers, and anyone else interested in learning Japanese. Available from QuickScholar Software, P.O. Box 4699, West Hills, CA 91308. Tel. 818/888-3997.

AN INVITATION TO ORGANIZATIONS

Since 1986, CITJ has been dedicated to providing Japanese teachers with practical ideas and information related to the classroom, to materials, and to opportunities for employment and professional development through the publication of the JLTN Newsletter. The JLTN is not a professional organization. The Network is the hundreds of individuals from coast to coast and overseas who subscribe to and contribute their ideas to our newsletter. Putting teachers in touch with each other is at the heart of what we do.

CITJ invites all of the new state and regional organizations for teachers of Japanese to consider our Center and its newsletter as a means of sharing with other teachers throughout the nation the best ideas that emerge at workshops, conferences and meetings. We invite each organization to select a member (not necessarily an officer) who would be willing to serve as a liaison with our Center--someone who is willing to stay in touch with us on a regular basis. We are not asking that they write articles, but that they help us identify teachers who would be willing to contribute a teaching activity or classroom related article to the JLTN Newsletter. We will take it from there.

We believe that this simple arrangement will be beneficial to us all. With a minimum of effort, professional organizations will be able to help teachers elsewhere and become better known in the process. CITJ will have a reliable source of effective classroom ideas to include in our newsletter. Newsletter readers will be the big winners!

If your organization has not yet named a CITJ liaison, there is still time! But, we would like to hear from you as soon as possible! Please contact Barbara Shenk, University High School, 1212 West Springfield, Urbana, IL 61801, Tel. 217/244-4808 Fax. 217/333-6046, for additional information or to receive the CITJ liaison nomination form.

EMPLOYMENT SOUGHT

Miho Matsugu seeks a position teaching Japanese in an American high school. Ms. Matsugu holds a B.A. and M.A. in Japanese history from Tokyo Women's Christian University. She received a teaching certificate in February, 1993, following a year of intensive training in Japanese pedagogy and techniques for course design at the National Language Research Institute in Tokyo. She has experience in developing learning materials and teaching Japanese in North Carolina and in Tokyo. Ms. Matsugu plans to move to the U.S. in the summer of 1994. Contact Miho Matsugu, 1388-24-305 Maenuma, Iko-cho, Adachi-ku, Tokyo, Japan 121. Tel. (03)3857-2402.

ANNOUNCEMENTS

* Once again this summer Concordia Language Villages will welcome youth from all over the United States and several other countries to its language-based cultural immersion experiences. *Mori-No-Ike*, the Japanese Village, is preparing for 400 villagers who will come to Minnesota's north woods to study Japanese language, calligraphy, culture and history. Students may come for one- or two-week immersion sessions, or for the four-week credit session, in which participants earn one year of high school language credit. For more information call 800/247-1044 (inside Minnesota) or 800/222-4750 (outside Minnesota) or 218/299-4544. Fax. 218/299-3807.

* Arizona State University will offer an intensive nine-week intermediate Japanese course in Hida-Osaka and Nagoya, Japan, this summer. The group, which is limited to twenty students, will leave from Phoenix May 27 and return July 25, 1994. Students will receive ten semester credits. Program fee of approximately $4500 includes tuition and fees for ten semester credits, all transportation round trip from Phoenix, weekend excursions, mid-session travel to Kyoto and Nara, travel in Tokyo at the end of the program, lodging in the Aichi Shukutoku University

seminar house and dorms, and meals while traveling. For further information and application forms write or call ASU Summer Sessions, Arizona State University, Tempe, AZ 85287 Tel. 602/965-6611 or Laurel Rasplica Rodd, Department of Foreign Languages, Arizona State University, Tempe, AZ 85287-0202 Tel. 602/965-4582 or 602/965-6281.

* The ERIC Clearinghouse on Languages and Linguistics invites you to submit papers, reports, curricula or other materials for inclusion in the ERIC database. Submissions should be sent to: Acquisitions Coordinator, ERIC/CLL, 1118 22nd Street NW, Washington, DC 20037 Tel. 202/429-9292.

* The School Partners Abroad program, administered by the Council on International Educational Exchange (CIEE), links North American secondary schools with counterpart schools in Japan, Costa Rica, France, Germany, Russia and Spain. For three to four weeks, a group of ten to fifteen students along with their teacher, travel to one of these countries to attend classes at a partner school, live with local families, and participate in community activities. Later in the year the North American school hosts a return visit from their partner school. For more information on the School Partners Abroad program and establishing an exchange with a high school overseas, contact CIEE, Secondary Education Programs, 205 East 42nd Street, New York, NY 10017 Tel. 212/661-1414 ext. 1234 or 1356.

* Language: Japan is a two-month intensive summer Japanese language program held in Japan for English speakers. Classes will be offered at Ritusmeikan University in Kyoto and in the towns of Hachiman and Shirotori, located in Gujo, Gifu Prefecture. Applicants must have had previous exposure to the Japanese language, either by having completed at least a beginning level Japanese language course or by evidence of equivalent proficiency. Homestay is provided for the length of the program and is an essential aspect of the *Language: Japan* program. Participants share in the daily life of a Japanese family, come to understand more fully many aspects of Japanese culture and society, and integrate the language study with practical application. The 1994 program will be held June 14 to August 7. Application deadline is February 28. Program fees: $3760. Participants are also responsible for travel expenses to Japan. For further information, contact Laura Wollpert or Penny Corbett, Exchange: Japan, 2120 Packard, P.O. Box 1166, Ann Arbor, MI 48106. Tel. 313/665-1820 Fax. 313/665-5229.

SPECIAL THANKS

Athens City Schools
Pamela Boyer-Johnson
Cliff Darnall
Elelya Hector
Charles A. James III
Tamae Prindle
Sumico Yamana

The Newsletter of the Japanese Language Teachers Network is published four times each year in December, February, May and October. Our publication year begins with the December issue, but new subscribers are welcome at any time. In addition, a list of Resources for Teachers of High School Japanese is published in March-April. The subscription fee is $18.00 for the five publications. For more information, or to subscribe, contact Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, IL 61801. Tel. 217/244-4808 Fax. 217/333/4064.

The Newsletter of the Japanese Language Teachers Network is a publication of the Center for Improvement of Teaching of Japanese Language and Culture in High School at the University of Illinois at Urbana-Champaign. The newsletter and other current projects of the Center are supported in part by the United States-Japan Foundation.

Editor:	Barbara Shenk
Contributors:	Carol Bond
	Cliff Darnall
	Lucinia Haywood
	Hiroshi Nara
	Yukiko Oguchi
	Chris Thompson
	Noriko Tsuboi
Typist:	JuliAnn Norton

Japanese Language Teachers Network
University High School
1212 West Springfield Avenue
Urbana, IL 61801

Kathleen Marcos
ERIC Clearinghouse
1118 22nd St. N.W.
Washington, DC 2[illegible]

BEST COPY AVAILABLE

日本語教師ネットワーク

Newsletter of the Japanese Language Teachers Network

Vol. 9 No. 2 February 1994

LET YOUR STYLE BE YOUR UMBRELLA

Isn't it great that we're not all alike? Don't you hope that they'll never learn how to clone the perfect human being? Or even the perfect foreign language teacher? Can you imagine how boring that would be for our students? Day after day, nothing but perfection: Perfectly planned lessons perfectly executed in perfectly organized classrooms. (Everyone in the class secretly hoping that the teacher will just once trip over the wastebasket, forget to erase the board before a quiz, get stumped on a vocabulary word, or plan a game that falls flat.) A 1975 movie, "The Stepford Wives," told the story of a community where all the wives were perfect and consequently very much alike. This seemingly ideal situation turned out to be quite a horror story!

Most of us don't spend a lot of time worrying that we are too perfect. Our students and the day-to-day adventures in the classroom are a constant reminder to us that we are, after all, far from perfect. Even though I count my teaching experience by the decade, somehow other teachers always seem to me to be more clever and more talented. I secretly envy teachers who can sing, who can put together an artistic and educational bulletin board display, who think nothing of loading 20 teenagers into an airplane and heading across the ocean, who can prepare a five-course meal with their students without developing a nervous rash. Compared to these teachers, I am not very creative and I am extremely cautious. The words "cooking project" and "field trip" strike fear in my heart.

How does anyone come to terms with these inadequacies? I for one just gave up. I long ago gave up trying to be someone I am not. Many years ago, when I was a student teacher, I observed my cooperating teacher in action every day. He would race up and down the aisles waving his arms and conducting his class like an orchestra. It was exhilerating to watch. He had everyone's attention. Especially mine--because I knew there was no way in the world that I could do that. And,

whether out of fear or wisdom, I didn't try. There were other ways to show enthusiasm, other ways to command attention, other ways to conduct a grammar drill. And I eventually figured out what worked best for me.

We're talking here about style. Our teaching style is separate from our language proficiency, our cultural knowledge, our curriculum and our textbooks. It is the way we go about making our presence known in the classroom, the way we go about presenting material, the way we interact with our students. It is sometimes even distinct from our everyday personality. I have known teachers who are quiet and reserved outside of the classroom and who seem to "come alive" in front of a class. Over time, we all eventually learn what our style is, and with experience we learn to capitalize on it.

Style is something that no one can (or should) impose upon us. Not long ago, I attended a professional meeting where I heard a presentation comparing the effectiveness of two Japanese language teachers based on classroom observations of their behavior. At the heart of the comparison was teaching style based on cultural differences. The conclusion was that one of the teachers was "better" than the other. We should not allow cultural biases to cloud our perception of what constitutes effective teaching.

Make no mistake, we can all learn a lot from watching others teach. I seldom visit another teacher's class--French, German, Japanese, no matter--that I don't come away with a new idea to try, or a reminder of something I hadn't tried in a long time. But when I put that idea into effect in my classroom it is bound to take a slightly different turn, because of who I am and the way I teach. And so it is that the seemingly endless supply of ideas available to us as teachers continue to evolve and grow as they are passed along from one (imperfect) teacher to another.

The trick is to recognize what suits our style and what does not. A German teacher in my school uses the overhead projector on nearly a daily basis and in a variety of clever ways. He is adept and for him, it is clearly an efficient technique. "Oh dear, I really should use the overhead more," I say to myself. And then I think back to past experiences: the blinding glare of the light, the roar of the fan, the constant refocusing, the tripping over the extension cord, the fumbling around with slippery plastic film, the laughter as students notice that the image is backwards and probably upside-down. "No thanks!" I say to myself. The overhead projector just doesn't fit my style. I can live with that.

Differing teaching styles, which are nearly as diverse as we are as individuals, are to be welcomed and treasured. There is room for all of us to be good teachers in our way.

Carol Bond
Director

LETTERS TO THE EDITOR

Dear Editor,

I thought the December issue was EXCELLENT. Especially appreciated your including the "Review of **NTC's Basic Japanese**". We need more of these evaluative reviews. Keep up the good work.

Nancy Motomatsu
New Century High School
Olympia, WA

Dear Editor,

After reading Hiroshi Nara's scathing review of **NTC's Basic Japanese** in your December issue, I feel that some rebuttal is called for.

Apparently Mr. Nara reviewed the text as it was first published, and so I cannot blame him for being negative. There were some blatant errors, and the book seemed hastily put together.

Since then, however, a number of changes and corrections have been made, including the *kana* typos, spelling mistakes, and other factual errors he mentions, plus some he didn't mention. The occasional politically-slanted statements (such as the point about the *kanji* for *onna*, for example) have also been cleaned up or deleted altogether.

Some of Mr. Nara's criticisms left me thinking "So what?" and I suspect they stem from his own personal preferences. For example, what on earth is wrong with putting spaces between words in the Japanese text? In lower level texts such as this, even the Japanese do that!

As for the lack of emphasis on phonetics, I think that a lot of books go into altogether too much detail; some popular college texts include pages and pages about accents and intonation that seem to be more for the purpose of impressing the academic community than for any benefit the student might get out of it. Indeed, most beginning students have trouble both understanding and finding any real use for such instruction, and many teachers just skip over those pages. Japanese pronunciation is easy enough to pick up just by listening and practicing after a minimum of explanation, so I do not see the lack of detail in NTC's text as a particular flaw.

The teaching style of the author apparently is to dispense with as much technical grammar explanation as possible, encouraging her young students (and the book does lend itself more to junior high and high school than to any higher level) to develop instincts with the language just as they do during their own native language development. Detailed grammar explanations can come in more advanced classes.

I can understand that approach, although my own style is quite different. Having taught college-level Japanese and ESL for over 20 years, I am sure that my adult and intensive methods would need to be modified considerably for a younger class. Surely any criticism should allow for such differences in style and level.

One statement by Mr. Nara in his final paragraph makes me wonder at his naiveté: if it is "disturbing" to him "to find that the field of Japanese language teaching is still in an embryonic stage which allows a book of this quality to be published as a textbook," I wonder how many textbooks he has actually taken the time to analyze lately.

It is an unfortunate fact that, despite the great increase in the number of Japanese language instructional texts over the last few years, there is still little on the market that is worthy of rave reviews.

As a personal example, in a temporary teaching position a couple of years ago, I had to use a text not of my own choosing. Its author was a respected teacher at a major university--a native Japanese and Ph.D., but in spite of its very authentic language, it was the most difficult and frustrating text I had ever used, and I had to spend many hours writing handouts and exercises to make up for the book's failings. When I complained to the Department Chairman, the response was that she knew it wasn't very good, but the Committee had looked into other texts several times and had not been able to find one that was much better.

In conclusion, I feel that Mr. Nara's statement that the NTC text "cannot be used at any level" is not valid at this point, if it ever was. The book has excellent visuals, a lot of very usable exercises and activities, and some helpful support material by way of the teacher's manual and student workbook; and I understand there are tapes available, although I have not examined them as yet. A second-level text has also been completed.

Considering the dearth of materials available for younger students, I should think NTC's contribution would be a welcome addition.

Rita Lampkin
Mt. San Antonio College
Walnut, CA

GAMES AND ACTIVITIES, Part 1

Stephanie Wratten is a high school Japanese teacher, an active member and secretary of the Northeast Association of Secondary Teachers of Japanese, and a CITJ liaison. She presented "20 Practical Teaching Tips" at NEASTJ's monthly Study Group in December and agreed to share them with JLTN Newsletter readers. Here are some of her terrific ideas. Watch for more in the May issue of the Newsletter.

I learned Japanese while teaching English in Japan. My students there ranged in age from four to sixty and were at many different levels of ability in English, but one thing that I found to be universal was the appeal of games. I began to gather ideas for games that were fun but included a definite language learning component. When I began teaching Japanese at a U.S. high school I adapted some of my games and looked for others. A few of my favorites are described below. Have fun!

Using Days of the Week and Days of the Month

1. Give teams of students cards with days of the week on them. Have a large calendar visible in the room. Call out a date, and the first team to figure out what day of the week that date falls on and raise the correct card gets a point.

2. Give the students blank grids of five spaces by five spaces and let them fill in with numbers between 1 and 31. Play bingo saying the numbers like the days of the month.

3. Give the students a photocopy of a page of an appointment book and ask them to fill in a schedule according to instructions read aloud in Japanese.

Sample Teacher Scripts

(Students are not expected to understand everything.)

1. Month Situation: Teacher giving students the schedule for the month.

四日はテストがあります。テストはレッスン２からレッスン４までです。

五日はビデオを見ます。

九日は漢字のクイズがあります。

十二日はジェフさんの誕生日ですから、パーティーをします。

十四日はホームカミングです。フットボールの試合は十一時からです。そして、サッカーは二時からです。

十八日はまたテストですね。レッスン５と６です。

二十五日はサンクスギビングです。二十四日の十二時から休みになります。あまり食べ過ぎないように。

Student Answers Month

November 1993

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	Test Lessons 2~4 4	Watch video 5	6
7	8	Kanji Quiz 9	10	11	Jeff's birthday party 12	13
Homecoming! Football 11:00 Soccer 2:00 14	15	16	17	Test Lessons 5,6 18	19	20
21	22	23	12:00 Vacation begins 24	Thanksgiving 25	26	27
28	29	30				

Created with CalendarMaker® CE Software 515-224-1995

28

2. Week　Situation: Coworker relating the week's schedule to a colleague.

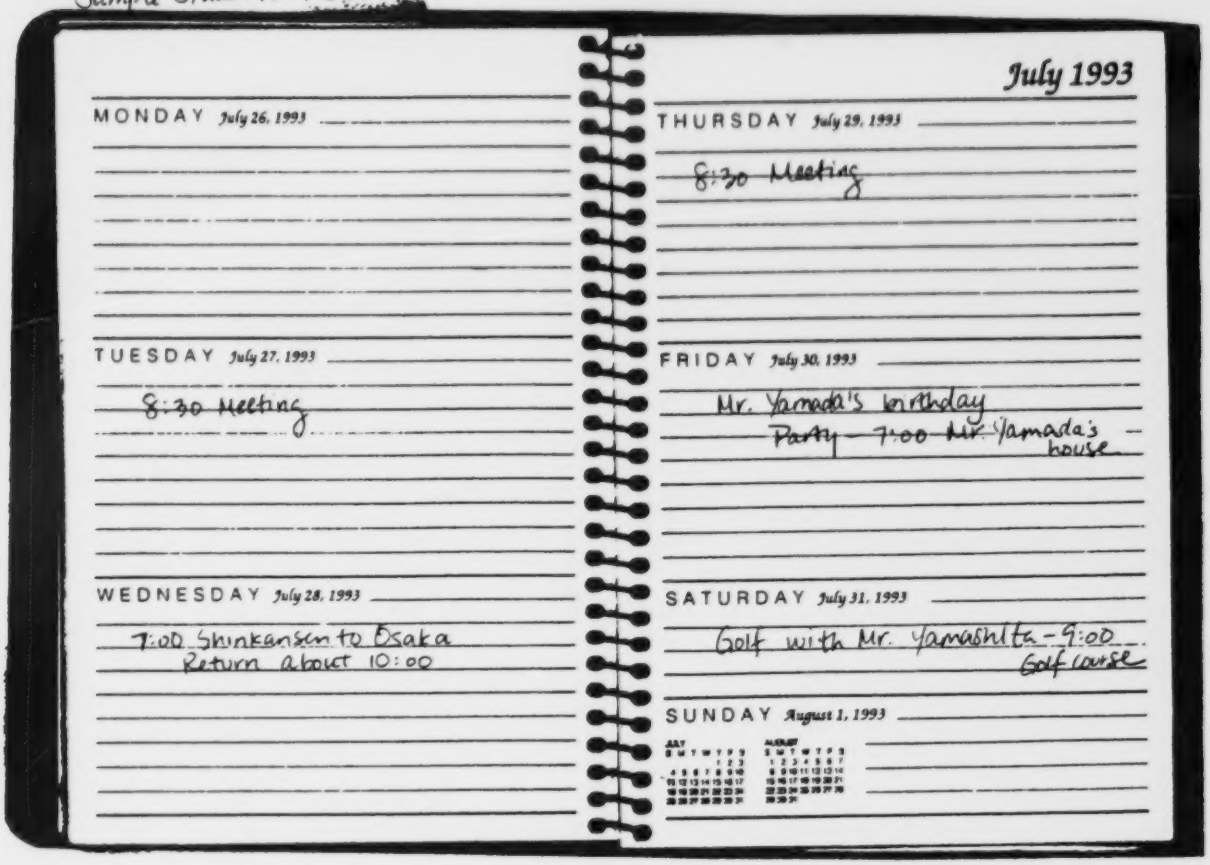
火曜日と木曜日は大事なミーティングがあります。八時半からですから、おくれないように。

金曜日は田中さんの誕生日ですよ。みんな七時から山田さんの家でパーティーをします。

土曜日は山下さんとゴルフです。九時にゴルフコースで集まります。

ええと、あ、そうですね。
水曜日、私はちょっと大阪へ行って来ます。七時の新幹線(しんかんせん)で行って、夜、おそく帰って来ます。十時ごろかな。

Sample Students Answer Sheet



Stephanie Wratten
Riverdale Country School
Bronx, NY

TEACHER TO TEACHER

Manga brings *Nihongo* to life! Last year, my JALEX Assistants (Madoka Kimura and Tsutomu Ando) and I developed a series of worksheets for introducing new grammar patterns to third-year students. Madoka is a talented artist; Tsutomu and I are not. However, by pooling our talents and ideas we were able to produce useful materials. Our goal was to design a worksheet that we could assign as homework during the early stage of a new lesson, when students are relatively unfamiliar with the uses of the grammar materials in sentence constructions.

What follows represents our work for two different grammar patterns, *temiru* and *teshimaimashita*. Madoka's drawings provided a context for the new grammar. The fill-in-the-blank format using a dialogue situation allowed the students to rely on their intuition, and on their developing knowledge about the new pattern to anticipate possible answers. We wanted students to enjoy early success, so in one of the worksheets we added grammar hints next to the character whose response was to be filled in.

We found that we could use the same drawings for further activities (e.g. having students create original dialogues using the same grammar items) as well as for the unit exam (minus the grammar hints of course). Not only did my students enjoy these "*manga* worksheets" as we called them, but the worksheets became a very important collaborative effort between Madoka, Tsutomu and myself.

Chris Thompson
University High School
Urbana, IL

文化初級　日本語：　第１９課　ワークブック　1　「てみる」

名前＿＿＿＿＿＿＿＿＿＿＿＿＿＿

日付＿＿＿＿月　　日（　　）

絵を見て例のように書きなさい。

例）

（お店で）

例）A：この靴、はいてみてもいいですか。

B：ええ、どうぞ。

1。

1。A：すみません。これの赤はありますか。

B：少々お待ちください。

ちょっと＿＿＿＿＿＿＿＿

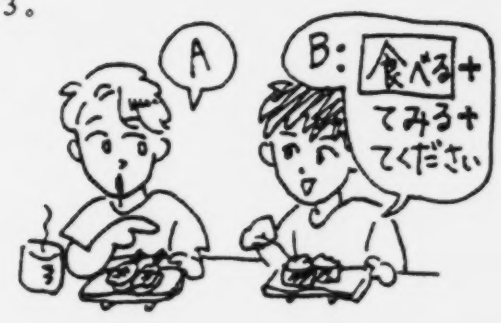
2。

2。A：すみません。

これ、＿＿＿＿＿＿＿＿

B：ええ、どうぞ。

3。



3。（すし屋で）

A：それは何ですか。

B：うにです。おいしいですよ。

＿＿＿＿＿＿＿＿

31

4。

4。（駅で）

A：切符売場はどこでしょう。

B：さあ、あの人に＿＿＿＿＿＿＿＿

5。

5。（ゆうえんちで）

A：楽しそうですね。

B：＿＿＿＿＿＿＿＿＿＿＿＿＿＿

6。

6。A：お琴を＿＿＿＿＿＿＿＿＿＿

B：どうでしたか。

7。

7。A：すみません。よくわからないんです。

B：すこし、＿＿＿＿＿＿＿＿＿＿

8。

8。A：初めてワープロを＿＿＿＿＿＿

でも、わかりませんでした。

9。

9。A：ここ、おいしいですか。

B：さあ、でも＿＿＿＿＿＿＿＿＿＿

文化初級　日本語：　第１９課　ワークブック　２　「てしまいました」

名前＿＿＿＿＿＿＿＿＿＿＿＿＿＿

日付＿＿＿＿月＿＿＿日（　　）

絵を見て例のように書きなさい。

例）

（お店で）

例　A：どうしましたか。

B：（子供／いなくなる）

子供がいなくなってしまいました。

1。

1。A：どうしましたか。

B：（財布／落とす）

＿＿＿＿＿＿＿＿＿＿＿＿＿＿

2。

2。A：どうしましたか。

B：（犬／宿題／食べる）

＿＿＿＿＿＿＿＿＿＿＿＿＿＿

3。

3。A：どうしましたか。

B：（セーター／汚す）

＿＿＿＿＿＿＿＿＿＿＿＿＿＿

4。

4。A：どうしましたか。

B：（イヤリング／なくす）

＿＿＿＿＿＿＿＿＿＿＿＿＿＿

5。

5。 遠藤(えんどう)さん／その本／読

_____

_____

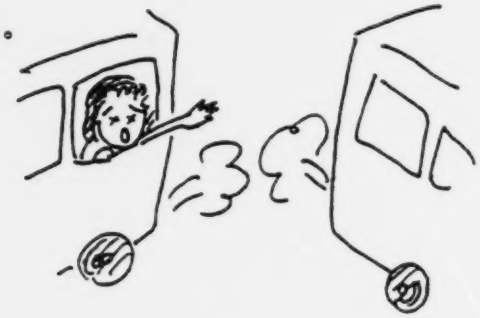
6。

6。 もう／宿題／する

_____

_____

7。

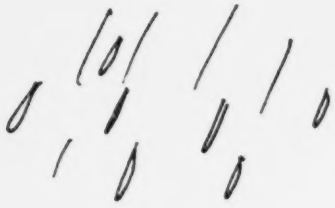


7。 マリーさん／違(ちが)うバス／乗(の)る

_____

_____

8。



8。 雨／降(ふ)る

_____

_____

9。

9。 友達(ともだち)／住所(じゅうしょ)／忘(わす)れる

_____

_____

HAVE YOU USED THESE MATERIALS LATELY?

Each Spring we send our subscribers "Resources for Teachers of High School Japanese," a listing of materials recommended by Japanese language teachers which, of course, means you! Listed below are items which have come to our attention during the past year. We would like to know if teachers are actually finding them useful in the classroom. If you have used any of these materials, please use the form on the reverse side of this page to give us your comments (if you need more space, please attach additional pages). If you would like to recommend any materials not listed here, there is a place to do that as well. Please return this by March 1, 1994, to Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, Il 61801. Thank you for your help!

1. **Kimono III** by Sue Burnham, Yukiko Saegusa, and Michael Sedunary.
2. **An Early Start: A Resource Book for Elementary School Foreign Language** by Helena Curtain.
3. **Nihongo Manabo** by Mombusho
4. **Doriru To Shite No Gemu Kyozai 50** by Masako Kuriyama and Kyoko Ichimaru.
5. Kamishibai for Kids. **Taberareta Yamanba** (How the Witch Was Eaten Up); **Ryu No Me No Namida** (The Dragon's Tears); **Umi Ni Shizunda Oni** (The Ogre Who Sank Down to the Bottom of the Sea); **Shita Kiri Suzume** (The Tongue-cut Sparrow); and **Rainen Wa Nani Doshi** (How the Years Were Named).
6. **NTC's Basic Japanese Level 2** by Lynn Williams.
7. **101 Japanese Idioms** by Michael L. Maynard and Senko K. Maynard.
8. **All About Katakana** by Anne Matsumoto Stewart.
9. **Beyond Polite Japanese: A Dictionary of Japanese Slang and Colloquialisms** by Akihiko Yonekawa.
10. **Gone Fishin': New Angles on Perennial Problems** by Jay Rubin.
11. **Kodansha's Romanized Japanese-English Dictionary** by Masatoshi Yoshida, Yoshikatsu Nakamura, and Timothy Vance.
12. **Momotaro, The Peach Boy; Omusubi Kororin** (The Runaway Rice Ball) and **Tsuru No Ongaeshi** (The Grateful Crane) from Kodansha; Hiroko Quackenbush, Ed.
13. **Kanji Pict-o-Graphix** by Michael Rowley.
14. **Hiragana and Katakana** practice cards by Language Express.
15. **Focus Japan II: A Resource Guide to Japan-oriented Organizations** by Gateway Japan.
16. **Resources for Teaching about Japan** by Linda Wojtan.
17. **Japanese Language and People**, film from Contact Films.
18. **English Grammar for Students of Japanese** by Mutsuko Endo Hudson.
19. **Interactive Japanese: Understanding Spoken Japanese I** software from Cedrus.
20. **Kanji Reader Volume I** software from QuickScholar Software.

Item # _____ Title: _____
Comments: _____
_____
_____
_____
Can you recommend this to other teachers? yes _____ no _____

Item # _____ Title: _____
Comments: _____
_____
_____
_____
Can you recommend this to other teachers? yes _____ no _____

Item # _____ Title: _____
Comments: _____
_____
_____
_____
Can you recommend this to other teachers? yes _____ no _____

****

I would also like to recommend:
Title: _____
Author/Publisher: _____
Date of Publication: _____ Number of Pages: _____ Price: _____
Description/Comments: _____
_____
_____
_____
Supplementary or related materials, if any: _____
_____
Available from: _____

*****

Your Name: _____
School or Organization: _____

REVIEW

250 Essential Kanji for Everyday Use
Edited by the University of Tokyo Kanji Research Group
Charles E. Tuttle Company, 1993; 232 pages, paperback, $16.95.
Available from: Charles E. Tuttle Company, 28 South Main Street, Rutland, VT 05701 Tel. 800/526-2778 Fax. 802/773-6993.

250 Essential Kanji for Everyday Use is a unique *kanji* workbook designed for beginning level students. One of the distinctive features of this book is that it introduces the 250 *kanji* most frequently encountered in daily life in Japan. Each lesson presents *kanji* in everyday situations at a train station, bank, post office, restaurant, hospital, etc., in Japan. Students can learn and practice *kanji* in meaningful contexts.

Each lesson begins with pictures and cultural notes that provide students with a brief introduction to the lesson topic. This is followed by an Introductory Quiz, Vocabulary used in the Introductory Quiz, *Kanji* Charts, Practice, and occasionally Supplementary Exercises. Each lesson is profusely illustrated with drawings, photographs of scenes from daily life in Japan, and authentic realia such as train tickets, menus, and street signs.

Kanji charts are useful and well-organized. New *kanji* are presented along with their meanings, *on-kun* readings, stroke orders, as well as compounds with English translations. Etymologies and mnemonic devices are also presented to help students understand and remember *kanji* with ease.

One of the strengths of this book is that it provides a variety of contexualized activities. Exercises found in Introductory Quiz and Supplement allow the students to practice their ability to identify words and phrases written in *kanji* and scan for necessary information from authentic or near authentic materials related to the situation of each lesson. In the shopping unit, for example, students are asked to look at the advertisement of a supermarket sale and find out the opening hours and items on sale.

Overall, this book is very helpful in teaching *kanji*. The first three chapters are easily adaptable for use with any beginning-level textbook. However, each lesson teaches quite a few *kanji*. In addition, some of the *kanji* and grammatical structures found in the exercises seem to be too complex particularly for first and second year high school students. For these reasons, this book would be more appropriate for intermediate students. Another difficulty is that *kanji* as well as vocabulary introduced in this book would not necessarily match those in the textbook you use in class. This book would be used most effectively when your lesson covers the same topic/situation presented in this book

Yukiko Oguchi
University High School
Urbana, IL

NEASTJ TO HOLD TWO SPRING WORKSHOPS

The Northeast Association of Secondary Teachers of Japanese (NEASTJ) will collaborate with the Association for Teachers of Japanese (ATJ) and Massachusetts Institute of Technology (MIT) for the first of its two workshops this Spring. The NEASTJ/MIT/ATJ Conference on Teaching and Learning of Japanese will be held at MIT in Cambridge, March 25-26, 1994. According to NEASTJ President Kazuo Tsuda, the "workshop at MIT will be an historic event in Japanese language teaching in the U.S. It will be the first time both secondary and college level instructors will collaborate in their efforts to share their common experiences in teaching Japanese. Over 300 teachers are expected to attend. Teachers from all regions of the country will share their ideas." Dr. Eleanor Jorden will be one of the many speakers at the workshop which will offer three parallel sessions throughout the day on the 25th. The 26th will be reserved for networking sessions.

NEASTJ's second event is the Spring '94 One Day Seminar to be held at the United Nations International School in New York on Saturday, April 10. The guest speaker will be Professor Masashi Kato from the University of Washington, and this will also be an opportunity to network with other teachers.

For more information on these events, please contact Kazuo Tsuda, NEASTJ, c/o United Nations International School, 24-50 FDR Drive, New York, NY 10010 Tel. 212/696-0347 or 212-684-7400 ext. 3227. Fax. 212/889-8959.

WISCONSIN TO HOST JAPANESE LANGUAGE CONSULTANT

The Japan Foundation of Tokyo, Japan, has announced a full salary grant to place a Japanese language consultant at the Wisconsin Department of Public Instruction for two years. Only one other U.S. state, Washington, has such a consultant.

Veteran educator, Hisako Yoshiki, began her duties at the DPI this week. She will be welcomed in a State Capitol ceremony February 22. Government and education representatives active in promoting programs to help Wisconsin schools attain a more global perspective will attend the reception. The crowd also will include first-graders learning Japanese in Mineral Point and high school students at West High School in Madison, who have already been studying Japanese for three years.

"The arrival of a Japanese language consultant presents a tremendous opportunity for Wisconsin," said State Superintendent John T. Benson. "It will enable us to take a giant step ahead in encouraging our school to offer foreign language to more students."

In Wisconsin, 72 schools currently offer Japanese. This number includes 26 schools that receive instruction via satellite or closed-circuit television broadcasts, and 12 schools that offer Japanese as a part of exploratory language programs. Already 13 schools offer Japanese I, II, III, and IV, in a full academic sequence. Additionally, Wisconsin has a number of other programs and activities to support more teachers and schools offering instruction in Japanese language and culture.

Yoshiki's duties will be primarily in the area of teacher training and development of a K-12 curriculum. A graduate of Tokyo's International Christian University with a master's degree from Temple University/Japan, Yoshiki has worked with educators in Alaska, Australia, Canada, Latin America, and New Zealand, presenting workshops in the teaching of the Japanese language. From 1988 to 1990, she served as Japanese language adviser for the Department of Education in Queensland, Australia. She has developed a series of high school level textbooks in Japanese, and worked with Japan's National Language Research Centre. A long-time teacher herself, she has been on the staffs of the Nagoya and Yokohama International Schools and The American School in Japan.

SUMMER PROGRAMS FOR YOU AND YOUR STUDENTS

* Exchange: Japan offers, as part of the Teacher Training Institute at Bryn Mawr College, a six-week intensive professional training program on teaching Japanese in high school under the academic direction of Dr. Eleanor H. Jorden, July 5-August 13, 1994. Staff includes instructors currently teaching in high school programs. The program of approximately 5-6 class hours/day places emphasis on actual practice teaching of American high school students enrolled in a beginning Japanese course, with demonstration sessions videotaped, reviewed and critiqued. The program includes Japanese language instruction for those participants who are non-native speakers of Japanese. While priority application deadline is April 5, applicants are encouraged to apply as early as possible. Tuition fee: $2,150; room and board: $1,990. Applicants currently teaching at U.S. high schools will be considered for tuition and room and board scholarships, supported in part by funding from the United States-Japan Foundation. For further information contact Exchange: Japan, P.O. Box 1166, Ann Arbor, MI 48106 Tel. 313/665-1820 Fax. 313/665-5229.

* The East Asian Summer Language Institute (EASLI) at Indiana University offers intensive instruction in first through fifth year Japanese. The program serves both high school teachers seeking to strengthen their Japanese language skills and high school students with a serious commitment to learning Japanese. EASLI is an immersion program where instructors and participants live in the same residence and share meals in the cafeteria. Daily classroom instruction ranges from four to six hours. Regular cultural workshops are offered, and current news and other programs directly transmitted from Japan are available to participants. Instruction will begin on June 10 and end on August 12, 1994. Teachers are eligible for a U.S.D.E. Foreign Language Area Studies Fellowship. Fees (including room and board and curriculum materials): $3,595. 10 hours of college credit will be awarded by Indiana University. For more information call 812/855-5246 or write: East Asian Summer Language Institute, Memorial Hall West 206, Indiana University, Bloomington, IN 47405 Tel. 812/855-5246.

* Ursinus College, in conjunction with its sister school, Tohoku Gakuin University (TGU), is offering its 13th Summer Study in Japan Program, a 5-week intensive culture and language program in Japan from May 18 to June 23, 1994. Participants will earn four college credits. The first three weeks will be spent in Sendai at TGU where language lessons are provided for all proficiency levels. Participants will be staying with homestay families. The last two weeks will be a tour of Tokyo, Kyoto, Nara, and Hiroshima. Program fee of $3,750 includes tuition, round-trip airfare from NY/Philadelphia to Tokyo, all lodging, all meals, all transportation within

Japan, and pre-departure program at Ursinus College. For further information and application forms, contact Chika Inoue, Ursinus College, Collegeville, PA 19426 Tel. 610/489-4111 ext. 2532 or 610/454-9524 (fax and answering machine) by March 1, 1994.

* The Japanese Language and Culture Summer Program at Trident is an intensive six-week program for students who have had some previous exposure to Japanese. Classes are offered at Trident School of Languages in Nagoya, Japan, and all students who successfully complete the program receive six credits from the University of Arizona. Students are placed in homestays for the duration of the program. Weekly, there are 12 hours of classroom instruction on Japanese culture such as tea ceremony and flower arrangement, and field trips to places such as Kyoto and Tokyo Disneyland. Students will also be able to take classes with Japanese students, join school clubs to meet fellow Japanese students, and interact with the local community. The 1994 program will be held from May 25 to July 6. Application deadline is April 15. The cost of the program is $2,700 and includes tuition, homestay fee (breakfast and dinner), 5 full-day trips (transportation and entrance fees), all textbooks, a commuter rail pass, welcome and farewell parties. For further information, contact Dr. Wayne Decker, Office of International Programs, Harvill Building, Room 147, University of Arizona, Tucson, AZ 85721. Tel. 602/621-1900 Fax. 602/621-2757, or Yumi Iwasa, Kawaijuku Representative Office in USA, 2460 Lemoine Ave., Fort Lee, NJ 07024. Tel. 201/585-8785 Fax. 201/585-8531.

* The Third Annual Japanese Language and Culture High School Camp sponsored by Yokohama Academy USA will be held on the campus of the University of Maryland Baltimore County (UMBC) this summer. The program gives American high school students the opportunity to interact with and study with their Japanese high school peers. Japanese and American students separately study language and culture in the morning and then come together in the afternoons and evenings to practice what they've learned in an "each-one-teach-one" approach to language learning. Students will participate in arts and crafts activities, sports and field trips, and boarding students will room with Japanese students. Session dates: July 17-24, 1994; August 6-13, 1994. For more information call Martha Martin at 410/455-6800.

* Exchange: Japan offers a six-week intensive course in Japanese at Bryn Mawr College for high school students, both those beginning and those with some previous Japanese study. The July 7-August 12 course will be under the direction of Professor Eleanor H. Jorden. The four skills of speaking, listening, reading, and writing will be introduced, with the goal of appropriate, natural, authentic Japanese.

Emphasis will be placed on articulation with college Japanese courses. The faculty will include Japanese and American teachers from programs around the United States. All "act" classes, in which there is practical, actual use of the language, are conducted entirely in Japanese. "Fact" classes, which feature analysis and explanation about the Japanese language and culture, are conducted in English. Students will interact with 20 high school teachers of Japanese who are enrolled in a special teacher-training course for high school teachers. Enrollment is limited. for applications and further information, contact: Exchange: Japan, High School Intensive Japanese Language, P.O. Box 1166, Ann Arbor, MI 48106 Tel. 313/665-1820 Fax. 313/665-5229.

* The Critical Languages and Area Studies Consortium (CLASC) is offering, for the fifth year, an opportunity for high school students to study Japanese Language and Culture. Through its comprehensive three-phase institutes, students can earn six college credits, helping to prepare them to enter an intermediate language course in college. Phase I is a six-week intensive summer program during summer '94 at Northfield Mr. Hermon School, a beautiful college preparatory school in Massachusetts. Phase II is an independent study follow-up program during the following academic year. The program director and teachers keep in touch with the entire class through bi-weekly audio-conferences to review assignments, renew friendships and prepare for study abroad. Phase III is an exciting study and travel experience in Japan for six weeks during summer '95. The tuition for Phases I and II is $3,800, due June 1994; the tuition for Phase III is $4,650, due June 1995. Financial aid is available based on need. To obtain application materials, contact: Northfield Mount Hermon Summer School, Northfield, MA 01360 Tel. 413/498-3290 Fax. 413/498-3112.

NEW RESOURCES

Japan, An Illustrated Encyclopedia is a two volume, 1,964 page reference book. In addition to12,000 entries covering Japan's history, culture, economy, politics, science, technology, food, literature and performing arts, it features 4000 photographs and illustrations, maps, historical time table, bibliography and a reader's guide. $200 per set (plus shipping and handling) before March 31, 1994. $250 per set thereafter. Order from Wendy Gilbert, Special Sales Department, Kodansha America, Inc., 114 Fifth Avenue, New York, NY 10011 Tel. 212/727-6470. (Ask about an educator's discount.)

A-Kanji-A-Day: 1994 Daily Calendar (Hey Publishing Co.), features *kanji* used in newspapers for beginning or intermediate students. *On-kun* readings (in *kana*), stroke order, and sample compounds are given for each entry. Available for $11.50 (gift boxed) from Kinokuniya Bookstore, 123 S. Onizuka Street, Suite 205, Los Angeles, CA 90012 Tel. 213/687-4447.

EMPLOYMENT OPPORTUNITY

* St. Paul's School, a private Episcopal school located north of Baltimore, Maryland, is seeking a teacher of Japanese and Spanish/French language for a possible opening in 1994-95. This new teacher would work in coordination with two full-time instructors of Japanese in an established and growing elementary and high school program. Since this would not be a full-time Japanese position, candidates with the ability and desire to teach multiple languages are urged to apply. Requirements include: foreign language teaching experience, especially at the elementary level; B.A.; and the ability to teach multiple languages. Contact: Robert Hallett, Headmaster, St. Paul's School, Brooklandville, MD 21022. No telephone calls please.

* The School Town of Munster, Indiana, has announced the addition of Japanese to its Foreign Language offerings beginning in Fall,1994. The school seeks a Japanese language teacher for its program which will offer Japanese to students from grade seven through grade twelve. Send a letter of interest to Dr. David Bess, Assistant Superintendent, School Town of Munster, 8616 Columbia Avenue, Munster, IN 46321.

EMPLOYMENT SOUGHT

* Mariko Jeffery seeks a position teaching Japanese as a foreign language at the elementary through post graduate school level. Ms. Jeffery earned an M.A. in Applied Linguistics and received a TESOL certificate from Old Dominion University in Norfolk, Virginia in 1993. She holds a B.A. in English literature from Otsuma Women's University in Tokyo, and is licensed to teach on the secondary school level. Ms. Jeffery has experience teaching Japanese with the Program for the Gifted at Norfolk Public Schools; at Booker T. Washington High School in Norfolk, and at Old Dominion University. She currently teaches Japanese and mathematics at Newport News Japanese School, Newport News, Virginia. Contact Mariko Jeffery at 1013 Hunting Hill Lane, Virginia Beach, VA 23455 Tel. 804/490-2031.

* Makoto Sakai seeks a position as a Japanese teacher at the secondary school (grades 7-12) or college level. Mr. Sakai holds a B.A. in law from Sophia University, Tokyo; and certification to teach Japanese as a second language from Arc Academy in Tokyo. He has experience as a Japanese language teaching assistant at Japan University in Tokyo and in teaching English as a second language. He currently teaches Japanese at Verde Valley School in Sedena, Arizona. Contact Makoto Sakai at 3511 Verde Valley School Road, Sedona, Arizona 86351 Tel. 602/284-2908.

* Michael Keefer seeks a Japanese language teaching position in an American elementary or secondary school. Mr. Keefer holds a B.A. in History and Asian Studies from the University of Cincinnati. He has taken the Intensive third and fifth year Japanese courses at the East Asia Summer Language Institute in Bloomington, Indiana, and has passed the highest level of the 1993 Japanese Proficiency Test. Mr. Keefer currently teaches English conversation at Toza Gaigo Gakuin in Osaka Prefecture. He has experience teaching junior high school English in the JET Program in Toyooka City, Hyoko Prefecture. Contact Michael Keefer at Osaka English House, 11-4 Okayamate-cho, Hirakata-shi, Osaka 573 Japan, or 20422 Almar Road, Shaker Heights, OH 44122 Tel. 216/751-1481.

* Hiromi Kikuchi seeks a position teaching Japanese on the high school or college level. Ms. Kikuchi earned an M.A. in Foreign and Second Language Education at The Ohio State University. She expects to complete her Multi-Language Certification in K-12 Japanese and Spanish by June, 1994. She has experience as a bilingual assistant in elementary, middle school and high school ESL programs, and as a Japanese tutor and interpreter. Ms. Kikuchi is a native of Japan and a permanent resident of the United States. Contact Hiromi Kikuchi at 4 North Virginia Lane, Westerville, OH 43081 Tel. 614/882-3989.

* Chieko Umino seeks a position teaching Japanese at the secondary level. Ms. Umino earned a B.A. in Education and teacher certificates for primary and secondary education at Shizuoka University in Japan, and will complete requirements for an M.A. in Social Foundations of Education in May, 1994. She holds a five-year teacher license in Iowa. Ms. Umino has experience teaching in elementary and middle schools in Japan, and has worked as a television news reporter for educational issues. Contact Chieko Umino, 654 Hawkeye Court, Iowa City, IA 52246-2814 Tel. 319/353-5020.

CONFERENCES

* The Southwest Conference on Language Teaching will meet in Salt Lake City, April 21-23, 1994. Sessions for Japanese teachers include: "Teaching Japanese Culture Through Theme Groups;" "Bringing Japan into Your Classroom;" "Learning a New Language Is an Inside Job: First Lessons in Japanese Using Community Language Learning;" and "Teaching Japanese Culture Through a Proficiency Oriented Approach." For more information contact Joann K. Pompa, SWCOLT Executive Director, Mountain Pointe High School, 4201 East Knox Road, Phoenix, AZ 85044 Tel. 602/759-8449 ext. 3036.

* The Northeast Conference on the Teaching of Foreign Languages will meet in New York City on April 7-10, 1994. The conference will include three sessions specifically for Japanese teachers: "Getting a Second Certification in the Teaching of Chinese/Japanese;" "What is the College Board SAT II Japanese Test Like and How Is It Working?;" and "Dynamic Japanese: Multimedia That Empowers Teachers and Students Alike." For more information contact Northeast Conference on the Teaching of Foreign Languages, Executive Offices, St. Michael's College, 29 Ethan Allen Avenue, Colchester, VT 05446 Tel. 802/655-0558 Fax. 802/655-0875.

* The Central States Conference on the Teaching of Foreign Languages will meet in Kansas City, Missouri on April 21-24, 1994. Sessions for Japanese teachers include: "How to Teach Japanese--Searching for the Efficiency;" "Japanese Body Language, An Eloquent Silence;" and "Net-Working with Japanese Teachers." For more information contact Central States Conference, Madison Area Technical College, 3550 Anderson Street, Madison, WI 53704.

VOLUNTEERS NEEDED FOR FIELD-TESTING BRIGADE

CITJ is looking for a pool of volunteers who would be willing to field-test supplementary teaching materials in their classrooms occasionally in the coming year. We welcome both native and non-native speakers of Japanese. We would especially like to hear from teachers who teach several class levels (e.g. Japanese 1, 2, and 3). If you would like to be included in our Field-Testing Brigade, we need to

hear from you by March 25. Please send your name, school address (indicate class levels you teach), phone and fax number to Carol Bond, CITJ, University High School, 1212 W. Springfield Ave., Urbana, IL 61801 Fax. 217/333-4064
e-mail: bshenk@superdec.uni.uiuc.edu

KATAKANA WORKSHEET UPDATE

To those of you who requested the *Katakana* Worksheets: We will be sending them out very soon! On behalf of our new computer, we apologize for the delay.

ANNOUNCEMENTS

* *Japan Today: Growing Up Japanese* is a series of live, interactive, educational television programs for American high school classes to be broadcast by the Massachusetts Corporation for Educational Telecommunications (MCET) in March, 1994. Through a PictureTel link, students and teachers in the United States will meet and converse with their peers in Japan as well as with a variety of guests. Students will produce and exchange video, share results of joint classroom activities, discuss similarities and differences, and dispel commonly depicted stereotypes through live, interactive satellite and video teleconferencing technologies. A key developer of the content is Professor Merry White of the Edwin O. Reischauer Institute of Japanese Studies, Harvard University. For more information on Growing Up Japanese, call Glen Mohr at MCET 617/252-5700.

* The Foreign Language Teaching Assistant Program offers U.S. educational institutions an opportunity to engage a native speaker for their language teaching programs. A pilot program for Japanese teaching assistants will be administered for the 1994-95 academic year by the Institute of International Education through arrangements with the Bunsai Intercultural Student Exchange (BISE). The candidates will be selected by BISE and will range in age from 22 to 35 years old. The duties of the assistants may consist of teaching, serving as resource persons in conversational situations, working in language laboratories, directing extra curricular activities, etc. Participating institutions will be responsible for room and board. No stipend needs to be offered. For further information contact Luisa Guerriera, Manager FLTA Program, Institute of International Education, Placement and Special Services, 809 United Nations Plaza, New York, NY 10017 Tel. 212/984-5494.

* The Miyazaki Girls' High School is looking for an American/Canadian school with a Japanese language program to be an exchange partner. They are hoping to possibly start programs such as: penpal correspondence, video swaps, computer networking, information exchanges, and student exchanges/homestays. For more information please contact the Miyazaki Girls' High School, c/o Mr. Tadashi Kawano, English Department, 3 Showa-cho, Miyazaki-shi, Japan 880 Fax. 81 (985) 27-7202.

SPECIAL THANKS

Makoto Sakai

****

The Newsletter of the Japanese Language Teachers Network is published four times each year in December, February, May and October. Our publication year begins with the December issue, but new subscribers are welcome at any time. In addition, a list of Resources for Teachers of High School Japanese is published in March-April. The subscription fee is $18.00 for the five publications. For more information, or to subscribe, contact Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, IL 61801. Tel. 217/244-4808 Fax. 217/333/4064. e-mail: bshenk@superdec.uni.uiuc.edu

The Newsletter of the Japanese Language Teachers Network is a publication of the Center for Improvement of Teaching of Japanese Language and Culture in High School at the University of Illinois at Urbana-Champaign. The newsletter and other current projects of the Center are supported in part by the United States-Japan Foundation.

Editor:	Barbara Shenk
Contributors:	Carol Bond
	Rita Lampkin
	Nancy Motomatsu
	Yukiko Oguchi
	Chris Thompson
	Stephanie Wratten
Typist:	JuliAnn Norton

Newsletter of the Japanese Language Teachers Network

Vol. 9 No. 3 May 1994

THIS OLD HOUSE

A couple of weeks ago, a truck backed up to a ramshackle two-story house across the street from my office and simply drove off with the entire building. For many weeks before, workers had prepared the house to be moved. It wasn't a job I would want. It was dirty and it looked very dangerous. The workers seemed to know what they were doing, but I had my doubts: What makes them think this is possible? How do they know it won't tip over? What if it collapses? How much would they have to pay me to do this job? Is it worth the trouble? In the end, though, it looked easy. On the day of the move, students and teachers alike stood outside to watch. We cheered the successful launching of the house as it trundled off, heading west down Springfield Avenue, at a surprisingly fast clip.

The house had stood vacant for nearly two years. To many, it was clear what should be done with it: Tear it down and get rid of it. And then someone noticed its value, its uniqueness, and its potential. It took a lot of cooperation and hard work to save and move the house. People will be hammering and tinkering with it for quite a while before it's just the way they'd like it to be. But slowly, over time, the house will be lovingly transformed and refurbished.

Back in December, long before there appeared to be much of a future for the old house, I wrote about George. You remember George--the kid who loved Japanese in high school but didn't fit into the program in college? I can't stop thinking about George and others like him who are now enrolled in Japanese programs in high schools throughout the nation. What does the future hold for them? Sometimes I get very discouraged. There are still many high school teachers who need to improve their language proficiency or who need to learn how to work more effectively in American classrooms. There are still many college teachers who don't feel any need to change what they've done for years and years or who have no inclination to find out what goes on in high schools, let alone help out. Sometimes it seems that kids like George just don't have a chance.

Nevertheless, there is much more to be optimistic about. Many are already at work to make it possible for George to fit in a little better in the future:

Foundations such as the United States-Japan Foundation are lending their support to improving Japanese language education at the precollegiate level.

Universities are developing teacher training programs leading to certification.

Publishers are taking a chance on what is yet a relatively small market.

Enthusiastic leaders in state offices of education have facilitated and supported Japanese programs in their state.

Small dedicated committees have found compromises and painstakingly hammered out a framework and an examination.

Teachers at colleges and secondary schools are collaborating to develop curriculum guidelines.

Burgeoning professional organizations such as the Northeast Association of Secondary Teachers of Japanese, offer a forum for college and high school teachers to present programs and serve on committees together.

Teachers are becoming ever more conscientious in their efforts to improve their proficiency in Japanese, and are attending workshops or finding other ways to become more effective in their classrooms.

Wonderfully inspiring professors are rolling up their sleeves to help and to work along side their high school colleagues.

Creative practitioners at both the college and high school level are presenting their ideas at conferences, working together to present workshops, visiting each other's classes (and yes, teaching) for a day or two, listening and learning and saying to each other, "I appreciate what you're doing. Let me be your partner."

The process of transforming and refurbishing Japanese language education at the high school level is clearly well under way. What pulls together many of us involved in this ongoing process is a sense of excitement, a fundamental willingness to be helpful, an appreciation for hard work, a cooperative spirit, a growing feeling of community, and a belief that with our help things can change for the better--and that it is worth the trouble.

On the day the house was moved, it was the guy who drove the truck who captured our attention. But how far could he have gone without the cooperation and hard work of all the others? How futile and silly after all to think that you can drive off with a house! And yet it was done. And we cheered! We cheered them all.

Carol Bond

TEACHING JAPANESE IN INDIANA

A Statewide Conference for Secondary School and College Teachers

Seventy-five Indiana secondary and college teachers of Japanese came together on March 4-5, 1994, at Indiana University to discuss articulation between high school and college Japanese language curriculum. The conference was sponsored by Earlham College's Institute for Education on Japan, Indiana University's East Asian Studies Center, and the Indiana Department of Education.

Articulation has become an area of concern as increasing numbers of high school students enter college having taken several years of high school Japanese courses. Japanese is offered in approximately 32 Indiana school communities (out of a possible 295). All but one of these programs were initiated during the past ten years. A few of the communities also offer introductory language and culture classes at the middle school level. Several additional communities are planning to start new programs in the near future. Traditionally, a large number of college-bound graduates of high schools in Indiana enter colleges and universities within the state. The flow of high school graduates from high schools to institutions of higher education within the state will eventually result in Indiana colleges and universities admitting students who have had some level of Japanese language training in high school. One of the immediate concerns is the placement of these students in college level courses in which they can succeed and continue to pursue Japanese language education at advanced levels.

Articulation is the fitting together, the sequencing of high school and college course work enabling the student to travel through the educational process of learning Japanese on a continuous upward spiral. It would be unrealistic to imagine that a perfectly fitting curriculum could be put in place that would completely eliminate repetition. A spiral rather than a ladder may be an appropriate model for the process.

The conference was designed to give the participants ample time to talk about their experiences and expectations, to discuss standardization, materials and assessment, and finally, to decide the next steps to be taken by the group. Presentations by speakers were interspersed with five hours of small group discussions. At the end of the conference the group identified the following topics as major concerns which need further exploration:

1) On-going connections need to be made between high school and college educators. This can be accomplished through conferences and school visits.
2) Syllabi, curriculum, and text books can be shared between educators at the secondary and college levels, as well as among educators at the same level.
3) Pedagogy workshops can be held at various times and locations.
4) Electronic bulletin boards and other technological links need to be established.
5) Summer workshops can be established for students and teachers.

6) Teaching materials, including videos, need to be developed.

The individuality of teaching styles, textbooks and testing in the United States make articulation difficult but not impossible. If educators at the various levels work together, Indiana can have a very successful program.

Elaine Vukov
Earlham College
Richmond, IN

GAMES AND ACTIVITIES, Part 2

Stephanie Wratten is a high school Japanese teacher, an active member and secretary of the Northeast Association of Secondary Teachers of Japanese, and a CITJ liaison. She presented "20 Practical Teaching Tips" at NEASTJ's monthly Study Group in December and agreed to share them with JLTN Newsletter readers. We printed some of her ideas in the February issue of the Newsletter. As promised, here are a few more.

Teaching Adjective and Verb Forms and Vocabulary

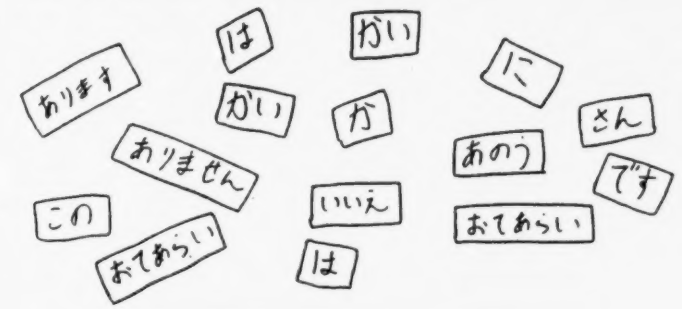
1. Memory
   Make cards and play memory game variations such as: 1) matching adjectives with their opposites, 2) matching verbs with their past tense forms, 3) matching adjectives with their negative forms, 4) matching verbs with their *te* forms, etc. Some sample cards:

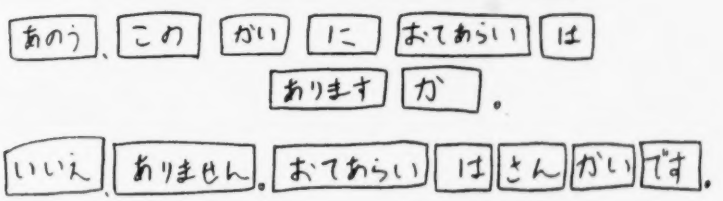
2. The verb-acting game
   Students stand. Give each one a card with a verb on it. The first student says the verb (in whatever form you're studying), then acts out the verb. The next student repeats the verb and action of the first, then says his/her verb and acts it out, etc.

3. Pictionary
   Divide the students into teams. Show one person from each team a word. Call "Start." The person who has seen the word draws a picture for his/her teammates so they can guess the word. The first team to guess correctly gets a point. If you're working on particular forms of verbs or adjectives, you might require answers to be in those forms. Students love this game and can be motivated to study vocabulary in order to compete against rival teams.

Reviewing Grammar

1. The *Maru-Batsu* game.
   Divide the class into teams. Give each team two popsicle sticks (or chopsticks), one with a cut-out circle pasted on it, and the other with an "x". Say a sentence or question with an answer, with or without errors. Each team must decide if you spoke correctly or not and hold up the appropriate symbol. Each team that answers correctly gets a point. The team that can correct the error(s) may be given extra points. This game is simple but surprisingly popular.
2. Sentence Game.
   Write out a sentence on index cards using vocabulary and grammar recently introduced. Cut the sentence up into individual words and particles. Make a copy for each team. Teams race to put the words together to make a correct sentence. This is possibly the second favorite game after Pictionary!





Stephanie Wratten
Riverdale Country School
Bronx, NY

TEACHER TO TEACHER

Let's Talk About School

School related vocabulary and expressions are noticeably absent from most Japanese language texts. Nevertheless, school is very much a part of the daily experience of both students and teachers and is a natural topic of conversation. Cross-cultural comparisons of Japanese and American school life can provide a meaningful vehicle for cultural learning as well.

What follows are two kinds of supplementary teaching materials I use to help students talk more about their daily lives at school. A and B are independent of any text, and can be adapted for use at any level. A is a vocabulary list that provides basic words and expressions to talk about certain courses, periods of the day, and extra-curricular activities. Once students learn how to address these three aspects of school life, they can say so much more about their personal experiences. For example, "Abby was doing her homework during third period," or "During lunch, Wesley had a chess club meeting." This also enables them to do an interview activity such as C. Using the reporting fromat at the bottom at the page, students interview a partner and present their findings to the class.

B is an authentic course schedule sheet from a high school in Japan. Students can create personalized course schedules using the vocabulary from A. The process of filling out this form raises other school related issues such as class time, room numbers, and the names of teachers. This creates the context for reviewing days of the week, time, *hiragana*, *katakana*, and *kanji*. Oral activities such as discussions of who is taking what courses, or problem solving activities such as deciding when students can meet to work on Japanese homework can be generated from this form.

D and E are worksheets for third and fourth year students, using authentic advertisements for colleges and vocational schools that a Japanese student might find in a magazine or newspaper. Vocabulary for these activities is based on material that appears in *Bunka Shokyu Nihongo* Book 2, Lesson 20. A Japanese high school student, or a foreign student intending to enter a Japanese university must be familiar with words such as *gansho* (application form) and *keieigakubu* (management department) when deciding to apply for testing and admission. However, despite the vocabulary, the grammar used in the phrasing of the questions is quite elementary. These worksheets could be used with lower level students by adding *furigana* and first teaching the essential vocabulary that appears.

Learning the terminology and expressions related to the educational process in Japan not only helps students to discuss their own experiences in high school as college years approach, but serves to highlight specific similarities and differences between the educational experiences of high school students in the United States and Japan.

Chris Thompson

A

文化初級　日本語：　第２０課　学校で使う言葉　「新しい語意」

科目

えい／ご（英語）：English
に／ほん／ご（日本語）：Japanese
スペイン語：Spanish
フランス語：French
ロシア語：Russian
ラテン語：Latin
ドイツ語：German
えい／ぶん／がく（英文学）：English Literature

すう／がく（数学）：Mathematics
だい／すう（代数）：Algebra
き／か（幾何）：Geometry
せき／ぶん（積分）：Calculus
とう／けい（統計）：Statistics

せい／ぶつ／がく（生物学）：Biology
ぶつ／り（物理）：Physics
か／がく（科学）：(Natural) Science
か／がく（化学）：Chemistry*
* ばけ／がく
てん／もん／がく（天文学）：Astronomy

しゃ／かい／か（社会科）：Social Studies
れき／し（歴史）：History
び／じゅつ（美術）：Art
えん／げき（演劇）：Drama
おん／がく（音楽）：Music
たい／いく（体育）：Physical Education

その他

クラブ：Club - used independently or as a suffix for non-Japanese club names
- ぶ（部）：Club - used as a suffix for Japanese club names
ぶ／かつ（部活）：Club Activity
ちゅう／しょく（昼食）：Lunch
やすみ／じ／かん：Rest Period - used for times during the school day when everyone is free, such as lunch and passing periods
じ／ゆう／じ／かん（自由時間）：Free Time
いち／じ／かん／め（時間目）：First Period
か／もく（科目）：An academic subject

Christopher Thompson, CITJ, 1994

B

_____ 高校

_____ 年度 時間割表

名前 _____ __年 顧問 _____

授業時間	時間	科目	教室	教師

Christopher Thompson, CITJ, 1994

C

文化初級　日本語：　第２０課　学生インタビュー　「受験生アクティビティー」

トピック：学校で／進路

質問

1）一番好きな科目は何ですか。一番きらいな科目は何ですか。

2）部活は何をしていますか。（秋、冬、春）

3）休み時間はいつですか。（何時間目にありますか。）

4）卒業した後、何をしたいと思っていますか。

大学を受ける人：どの大学を受けようと思っていますか。

大学へ行かない／分からない人：何をしたいですか。

＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊

レポート・フォーマット

僕／私は（インタビューした人の名前）をインタビューしました。

1）科目：

2）部活：

3）休み時間：

4）卒業の後：

5）「いじょうです。」

Christopher Thompson, CITJ, 1994

D

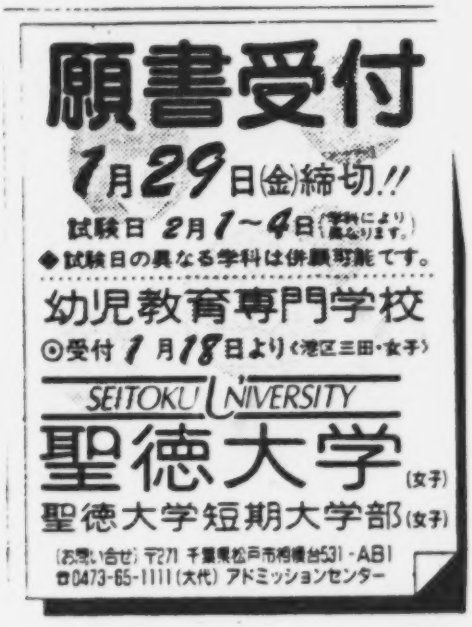
文化初級　日本語：　第２０課　ワークブック　1　「受験生アクティビティー」

名前＿＿＿＿＿＿＿＿＿＿＿＿＿＿

日付＿＿＿＿月＿＿＿日（　　）

広告を見て、問題に答えなさい。

1。



1。大学の名前は何ですか。

2。願書の締切（り）はいつですか。

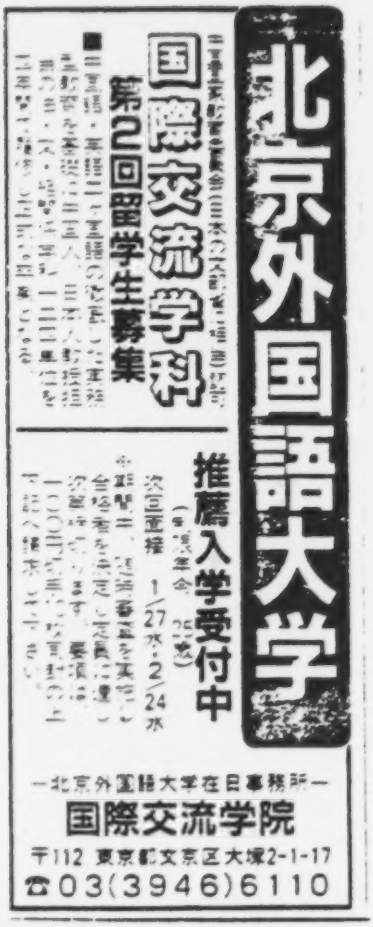
3。試験はいつですか。

4。ア。専門学校はありますか。

イ。専門学校の願書の受付はいつからですか。

5。男子の大学ですか。

2。



1。大学の名前は何ですか。

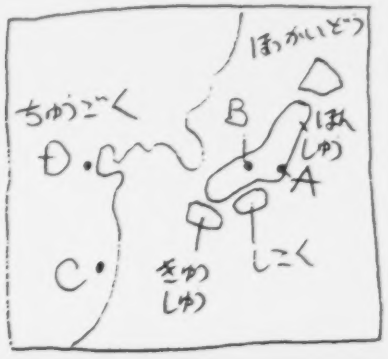
2。留学生はいると思いますか。

3。次の面接はいつですか。

4。制限年令は何歳ですか。

5。北京は中国の地名(Place Name)です。どこか分かりますか。

・北京（　）
・南京（　）
・東京（　）
・京都（　）



Christopher Thompson, CITJ, 1994

BEST COPY AVAILABLE

E

文化初級　日本語：　第２０課　ワークブック　２　「受験生アクティビティー」

名前＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

日付＿＿＿＿月＿＿＿日（　　）

広告を見て、問題に答えなさい。

3。

1。願書の受付をしていますか。

2。あなたは文法具屋を経営したいです。この大学で経営の勉強ができますか。

3。あなたの友達はエンジェニアーになりたいです。この大学でその勉強ができますか。

4。あなたはこの大学の募集要項がほしいです。どこへ電話しますか。

5。入学案内はどこで買えますか。

4。

1。大学の名前は何ですか。（漢字に振り仮名を着けてください。）男子の大学ですか。

2。入学試験の科目は何ですか。

3。「入試日程」の「前期」で、
ア。願書をいつ出しますか。
（ヒント：「願書を出す」＞「出願する」）

イ。試験はいつですか。

4。「入試日程」の「後期」で、
ア。願書をいつ出しますか。

イ。試験はいつですか。

Christopher Thompson, CITJ, 1994

TWO RECOMMENDED RESOURCES

80 Communication Games For Japanese Language Teachers
by CAG Teaching Materials Development Group, 230 pp., 3,000 yen.

80 Communication Games For Japanese Language Teachers is an excellent resource, featuring 80 classroom-proven games and activities for students ranging in level from beginning to intermediate.

This collection offers a wide variety of activities, primarily for practicing oral skills, that are enlightening and fun to play in pairs, small groups, or with the entire class. This book provides three types of activities. The first is designed to reinforce specific grammatical structures. Students can practice a wide range of key structures through information-gap, guessing, gestures, and matching activities. Second, there are warm-up and follow-up activities. Finally, this book provides different kinds of card games, designed for building up and/or reviewing vocabulary. Picture cards used for these card games are included at the end of the book.

Clear and detailed instructions, written entirely in Japanese, are given for each activity which allow the teacher to select and use the activity with ease. Each description includes goals, grammatical structure/vocabulary practiced through the activity, procedures, and variations. Photocopyable worksheets are also included so that very little preparation is required by the teacher.

All the materials collected in this book are ready to use. Teachers can easily find an activity appropriate for a specific lesson. Most importantly, these fun-to-do activities brighten the classroom and motivate students to speak more in class. I highly recommend this book.

Yukiko Oguchi

Teachers' Time Management Survival Kit: Ready-to-Use Techniques and Materials
by P. Susan Mamchak and Steven R. Mamchak
Prentice-Hall, Inc., 1993

Have you ever wondered...how to handle a student who has copied another student's homework?...how to avoid arguments over poor grades?...how to deal with junk mail?...how to work with a disruptive student?...how to keep track of student participation?...how to deal with your paper load? If you've never wondered about any of these things, please skip this article and go on to the next one!

So much of what occupies our time as teachers falls into the category of management and record-keeping. By the time we've finished with all of that, there often isn't enough time left over to develop lesson plans. Time will be a problem as long as there are teachers.

I have recently discovered a new book that might provide some remedies and short-cuts for both new and experienced teachers of all grade levels. The book is called *Teacher's Time Management Survival Kit: Ready-to-use Techniques and Materials*. It was written by two experienced educators, P. Susan Mamchak and Steven R. Mamchak, but many teachers across the U.S. have contributed their ideas to the book. *Survival Kit* contains over 250 reproducible forms, check-lists, sample letters, and other practical techniques and timesavers. It provides many helpful suggestions for communicating with students, administrators, and parents. There is an entire section on handling homework effectively, another on classroom discipline, and another on managing classroom routine. Recommendations are even given for managing such diverse occurrences as accidents and class parties!

In their preface, the authors point out that many of their suggestions will need to be modified to fit an individual teacher's circumstances. They remind us once again that "adaptation, ingenuity, and the ability to change are hallmarks of good teaching and good teachers." What makes this book a treasure, is that it gives us a starting place .

The large, paper-back [my dictionary says it should be "paperbacked"] book is published by Prentice-Hall, Inc., Englewood Cliffs, NJ (1993). At $27.95 (plus postage and handling), it is fairly expensive. However, since the book is so broadly applicable across grade levels and subject areas, you might want to recommend that your school's instructional resource center or your department purchase it. The book may be ordered from Prentice Hall, Order Processing Center, P.O. Box 11071, Des Moines, IA 50336-1071.

Carol Bond

NEW RESOURCES

Martin's Concise Japanese Dictionary (English-Japanese and Japanese-English), by Samuel E. Martin. Charles E. Tuttle Co., 1994. A convenient pocket dictionary with over 18,000 entries. Japanese appears in romanized as well as *kanji* and *kana* form. Includes frequently used phrases and sentence patterns. 736 pp. Soft cover, $16.95. Available from Charles E. Tuttle Company, 28 South Main St., Rutland, VT 05701 Tel. 800/526-2778 Fax. 800/329-8885.

Contact Japanese by Dallas Nesbitt, John Nesbitt and Keiko Uchimaru. EMC Publishing, 1993. Introductory textbook for adult education or secondary students. Uses a topic-based modern communicative approach. Covers situations such as greetings and introductions, talking about yourself and others, using the telephone, shopping, food and restaurants, and business in Japan. Also includes cultural topics. *Romaji* with a little *kana*. 196 pp., soft cover, $19.75. The ***Teacher's Guide with Student Activities***, by Patricia Thornton, includes numerous communicative activities that may be used with the textbook or independently. Pages can be duplicated for classroom use. 57 pp., soft cover, $18.95. Complete *Contact Japanese* kit (2 audio cassettes, textbook and Teacher's Guide) $68.00. Available from EMC Publishing, 300 York Avenue, St. Paul, MN 55101 Tel. 800/328-1452.

Kanji ABC: A Systematic Approach to Japanese Characters by Andreas Foerster and Naoko Tamura. Charles E. Tuttle Co., 1994. A systematic approach to learning the 1,945 characters recommended for daily use by the Japanese government. This method assumes no prior knowledge of Japanese and uses a unique strategy to organize and simplify the learning process so that the *kanji* can be learned quickly. *Kanji* have been broken into graphical elements, or graphemes, which are combined to form *kanji*. *Kanji* are organized in tables and are clearly illustrated with readings, stroke orders and meanings. *Kanji ABC* can be used in combination with any text, for self-study or in the classroom. 253 pp., $19.95. Available from Charles E. Tuttle Co., Inc., 28 South Main St., Rutland, VT 05701 Tel. 800/526-2778 Fax. 800/329-8885.

Recommended Resources on Japan for Grades K-6 and ***Recommended Resources on Japan for Grades 6-12***, compiled by the National Project on Asia in American Schools. A basic annotated list of materials on Japan, including both classroom curriculum units and more general resources for class or school libraries. Available from Ninette Enrique, East Asian Curriculum Project, East Asian Institute, Columbia University, 420 West 118th Street, New York, NY 10027 212/854-1735.

TWO JAPANESE TEACHERS WIN NEH FELLOWSHIPS

Congratulations to Gary Bottone (Sequoia High School, Redwood City, CA) and Stephanie Wratten (Riverdale Country School, Bronx, NY) for being selected to receive the 1994 National Endowment for Humanities (NEH) Foreign Language Fellowships to Japan. Gary and Stephanie will be going to Japan this summer to work on their Fellowship projects. Gary's project will be on "Teenage Life in Japan" and Stephanie's on "Japanese Cinema."

For information on applying for a 1995 Summer Fellowship, contact NEH Fellowship Program for Foreign Language Teachers K-12, Connecticut College, 270 Mohegan Avenue, New London, CT 06320-4196 Tel. 203/439-2282.

ACTFL '94: A SNEAK PREVIEW

"Languages: Key to the Past and Passport to the Future" is the theme of the 1994 ACTFL Annual Meeting to be held in Atlanta, November 18-20. Sessions of special interest to Japanese teachers will include: "Teaching Vocabulary in a Communicative-Oriented Japanese Language Classroom," "Oral Activities for the High School Japanese Language Classroom," "Washington State Guidelines for High School Japanese: A National Model?" and "The Commonly and Less Commonly Taught Languages: What Can We Learn from Each Other?". In addition, there will be a one-day workshop on Monday, November 21, entitled "Essential Japanese Language Teaching: What Every Sensei Should Know." An early bird registration discount is available for those who register before August 12. For more information, contact ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801 914/963-8830.

SUMMER PROGRAMS FOR TEACHERS

* An intensive, total immersion program will take Japanese teachers to Japan in July. Non-native teachers of Japanese participate in a 6-week, content-based program that consists of a structured seminar with workshops, class observations, field-work, and cultural excursions. Participants are able to stay abreast of current language teaching trends through the study of curriculum development and will work with teachers of Japanese on developing materials and curricula. Credits apply toward the master's degree or sixth-year Certificate of Advanced Study. July 4-August 13. The project will be co-sponsored by the Kokuritsu Kokugo Kenkyujo in Tokyo. Classes will be taught in English and Japanese at the Kokuritsu Kokugo Kenkyujo. Financial support will be available pending funding. Home stays are also available for selected participants. Application deadline is May 23, 1994. For applications contact: Dr. Theresa Austin, Cooperative Network for Curriculum

and Teacher Development Project in Japan, New York University, Foreign Language Education Program, 239 Greene Street, East Bldg. 635, New York, NY 10003. Tel. 212/998-5469 Fax. 212/995-4198.

*The Second Annual Japanese Language Teachers Institute for secondary teachers will be held at Urbana High School and the University of Illinois, July 3-9, 1994. Participants will explore a variety of teaching theories, materials, and methods for Japanese language teaching on the secondary level. Japanese language will be the means of communication so that non-native speakers can increase their level of proficiency and native speakers can develop additional skills in explaining and teaching their language. One half unit of graduate credit may be earned through the University of Illinois. For information contact Takuo Kinoshita, Director, 805 E. Florida Avenue, Urbana, IL 61801 Tel. 217/367-4282.

* Computers in Japanese Language Instruction, a seminar for secondary Japanese teachers, will be held at the University of Illinois June 26 - July 2. Professor Kazumi Hatasa will begin with very elementary instruction and take participants through step-by-step practice in the use of e-mail, graphing, applications for developing teaching materials, record keeping, etc. Participants may earn one half unit of graduate credit through the University of Illinois. For information contact Takuo Kinoshita, Director, 805 E. Florida Avenue, Urbana, IL 61801 Tel. 217/367-4282.

EMPLOYMENT OPPORTUNITIES

* University High School, University of Illinois at Urbana-Champaign, seeks a half-time to full-time Teaching Associate in Japanese. Duties will include teaching Japanese to academically talented junior high school and/or senior high school students, serving as Japanese teaching specialist for the Center for Improvement of Teaching of Japanese Language and Culture in High School (CITJ), developing classroom instructional materials for use by other teachers of Japanese and contributing articles to the JLTN Newsletter. Required qualifications include a Bachelor's degree in Japanese, Asian Studies, Linguistics or other related field, and evidence of effective and creative teaching experience. Master's degree, native or superior oral proficiency in Japanese, familiarity with American schools and students, and experience in developing proficiency-based instructional materials preferred. This position offers an excellent opportunity for a creative teacher to develop curriculum materials that will be shared with Japanese teachers throughout the U.S. It also offers an opportunity to enroll in graduate courses at the University of Illinois. Teaching Associates at University High School have full access to the resources and services of the University of Illinois. In order to ensure full consideration, letter of application, resume, and list of three references must be received by June 10, 1994. Starting date: August 18, 1994. Contact Carol Bond, Executive Teacher, Foreign Language Department, University High School, 1212 West Springfield Avenue, Urbana, IL 61801 217/333-2870. The University of Illinois is an Affirmative Action/Equal Opportunity Employer.

* Dublin Coffman High School, located in the northwest suburbs of Columbus, Ohio, is seeking a part-time (possibly full-time) teacher of Japanese language for the 1994-95 school year. The high school currently offers Japanese I, Japanese II and Japanese III. Ideally, the candidate would be certified in another area as well as Japanese language. The district has unfortunately experienced a high turnover in Japanese language instructors and is eager to bring stability and strength into the program. The high school also offers English as a Second Language to a predominantly Japanese population. Requirements include Ohio state certification, foreign language teaching experience, and ability to teach multiple ability levels. Interested candidates should send a letter of interest, photocopies of all transcripts, photocopies of certificate or certificates and letters of reference to: Dr. Jennifer Farkas, Global Education Coordinator, Dublin City Schools, 7030 Coffman Road, Dublin, OH 43017. Candidates who are certified by another state should provide information in writing regarding their certifiability with the Ohio Department of Education.

* The Gratiot-Isabella Regional Education Service District seeks a part-time high school Japanese instructor for the 1994-95 school year. Candidate must be willing to teach one or two classes per day of Japanese I and II, over a two-way interactive TV network involving three to four high schools. A one-week training session will be held June 20-24, 1994. Send resume to David DeGraaf, Gratiot-Isabella RESD, 1131 East Center Street, P.O. Box 310, Ithaca, MI 48847.

* Penn High School in Mishawaka, Indiana, seeks a Japanese teacher for a new program beginning in the Fall of 1994. With 65 students currently enrolled in the program, there will be three classes of beginning Japanese. The teacher will be given a budget for purchasing materials for the program. Other responsibilities will be scheduled according to the abilities and interests of the teachers, to ensure a full time contract. For more information contact Dan Hardy, Humanities Division Leader, 56100 Bittersweet Road, Mishawaka, IN 46545 Tel. 219/258-9525.

* Wichita High School Northwest, Wichita, Kansas, seeks a teacher for two sections of Japanese I and one section of Japanese II. The successful candidate will be offered a full-time position as he/she develops the program into five sections of Japanese. Contact Dr. Evis Cranford, Director of Secondary Personnel, Wichita Public Schools, 217 North Water, Wichita, KS 67201 Tel. 316/833-4115 or Dr. Chuck McLean, principal, Wichita High School Northwest, 1220 North Tyler Road, Wichita, KS 67212-3296 Tel. 316/833-3300.

* Yokohama Academy USA, on the campus of the University of Maryland, seeks a Japanese language instructor for high school summer program sessions July 17-24 and August 6-13, 1994. Must also be available for teacher training earlier in July. Required qualifications include teaching experience and fluency in spoken and written Japanese. M.A. preferred. Instructor will teach American high school students three hours per day, five days per week, emphasizing listening, speaking and Japanese culture. For more information contact Yokohama Academy USA, Attention: Dr. Ken Nelson, 5401 Wilkens Avenue, Baltimore, MD 21228 Tel. 410/455-6800 Fax. 410/455-6810.

EMPLOYMENT SOUGHT

* Keiko Higuchi-Evans seeks a position teaching Japanese. Ms. Higuchi-Evans received her K-12 Japanese teacher certificate from Ohio State University in March, 1994, graduating cum laude with a B.S. Prior to student teaching in the Columbus Public Schools, she had experience tutoring in Japanese, and teaching English to middle school students in Japan. She is particularly interested in multicultural education and in the communicative approach to language education. Ms. Higuchi-Evans is a native Japanese speaker and a permanent resident in the United States. Contact Keiko Higuchi-Evans, 1985 Summit Street #F, Columbus, OH 43201 Tel. 614/299-0053.

* John Niendorf seeks a position teaching Japanese at a junior or senior high school in the United States. Mr. Niendorf is currently assistant English teacher with the JET Program in Iwamizawa, Hokkaido, Japan. He holds a B.A. in German with a minor in French from Idaho State University, where he also received his teaching certification. He also holds an ESL certificate from the English Language Education Council in Tokyo. Mr. Niendorf has lived in Japan for four and a half years and has passed level 2 of the Japanese Proficiency Exam. Contact John Niendorf, Shiei Dai 1 Kaede Danchi 3-302, 428-8 Hinode-cho, Iwamizawa-shi, Hokkaido 068 JAPAN Tel. (0126)24-9137. After July 21, 1994, contact him at P.O. Box 785, Driggs, ID 83422 Tel. 208/354-8353.

* Rebecca Payne seeks a position teaching Japanese language at the elementary and/or secondary school levels. She received her M.A. in East Asian Studies from the University of Pittsburgh and her B.A. in Japanese Studies with honors from Bates College in Lewiston, Maine. She has studied at the International Christian University in Tokyo and Tohoku University in Sendai, Japan as a Japan Program Scholar of the Rotary Foundation

for twenty-one months. She has experience teaching Japanese language and culture at the Concordia Languages Villages in northern Minnesota in both the four-week credit session for high school students and one-week session for 7-11-year-olds. She is currently teaching Japanese to 7-9-year-olds in the after-school enrichment program of the Lancaster Country Day School in Lancaster, Pennsylvania. Contact: Rebecca Payne at 515 North School Lane, Lancaster, PA 17603 Tel. 717/394-3394.

A LETTER FROM NEW MEXICO

Dear Fellow Japanese Teachers,

A Children's Peace statue and park to be designed by young people will be built in 1995 in Los Alamos (the birthplace of the nuclear bomb). This will be a "sister" statue to the children's memorial in the Hiroshima Peace Park. The idea and the money for the construction of this statue has all come from children. The Children's Peace Statue Committee is seeking one dollar donations from children under the age of 21. Please send names of children (to be read at the dedication ceremony, August 6, 1995) with dollar donations to: Children's Peace Statue, P.O. Box 12888, Albuquerque, NM 87195-2888. Please make out checks to "ACF Children's Peace Statue" (Albuquerque Community Foundation) or write for further information and sign up sheet to the above address.

Thank you,
Kimiko Nakayama Nordstrom
Albuquerque Public Schools
Albuquerque, NM

ANNOUNCEMENTS

* Mori-no-Ike, the Japanese language village of the Concordia Language Villages, is offering eight sessions for the summer of 1994. The language and culture immersion sessions are from one to four weeks in length, for participants of ages 7 through 18. There are two credit sessions for high school students. Costs range from $320 to $1550 per session. For more information contact Concordia Language Villages, 901 South Eighth Street, Moorhead, MN 56562 Tel. 800/247-1044 (inside Minnesota) 800/222-4750 (outside Minnesota).

* As a component of the Annual Summer Seminar for Foreign Language Teachers, the National Council of Secondary Teachers of Japanese (NCSTJ) will present the 2nd Japanese Leadership conference, "Preparing Tomorrow's Leaders Today", from August 6-12 at the University of California at Santa Barbara, CA. This seminar is open to members of NCSTJ. This year's topics include: A framework for introductory Japanese; Washington State guidelines; Communication based instruction; Classroom oral competency interview; Assessment; Classroom management; and Promoting Japanese language. For further information, please contact Hitomi Tamura at 503/656-2618.

CORRECTION

In our most recent publication, *Resources for Teachers of High School Japanese* (April 1994), there is an error in price for *Introduction to Japan: A Workbook*, listed on page 17. The price of the book is $15 plus $3 postage and handling. We regret the error.

SAD FAREWELLS DEPARTMENT

Chris Thompson is a familiar name to all of you. He has been at the heart of all of the Center's projects over the past four years. What you may not know is that while teaching half-time at University High School, leading a teachers workshop here and in Japan, flying across the country to meetings and presentations, and writing for the Newsletter, Chris has also been doing graduate work in anthropology at the University of Illinois. He has now completed his coursework and qualifying exams for his Ph. D. and will be moving to Towa-cho in Iwate-ken with his wife, Erin. They will be employed by the Towa City Offices and Board of Education while Chris does research for his dissertation. Congratulations, Chris, on your academic achievement, and best wishes for your work in Japan. We will miss you, but we expect to hear from you often!

Yukiko Oguchi has been known to Newsletter readers primarily as a faithful book reviewer for the past two years. She has also helped with the Center's workshops for teachers, produced and edited the worksheets that the Center has been making available to teachers, taught second and fourth year Japanese classes at University High School, and finished her master's degree. She also found time to tutor the typist/circulation manager in Japanese language once a week over coffee. Yukiko will be moving to another academic setting away from Champaign-Urbana. Best wishes, Yukiko! We, along with all your students, will miss you.

The Newsletter of the Japanese Language Teachers Network is published four times each year in December, February, May and October. Our publication year begins with the December issue, but new subscribers are welcome at any time. In addition, a list of Resources for Teachers of High School Japanese is published in March-April. The subscription fee is $18.00 for the five publications. For more information, or to subscribe, contact Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, IL 61801. Tel. 217/244-4808 Fax. 217/333/4064. e-mail: bshenk@superdec.uni.uiuc.edu

The Newsletter of the Japanese Language Teachers Network is a publication of the Center for Improvement of Teaching of Japanese Language and Culture in High School at the University of Illinois at Urbana-Champaign. The newsletter and other current projects of the Center are supported in part by the United States-Japan Foundation.

Editor:	Barbara Shenk
Contributors:	Carol Bond
	Kimiko Nakayama Nordstrom
	Yukiko Oguchi
	Chris Thompson
	Elaine Vukov
	Stephanie Wratten
Typist/Circulation Manager:	JuliAnn Norton

日本語教師ネットワーク

NEWSLETTER OF THE
JAPANESE LANGUAGE TEACHERS NETWORK

VOL. 9 NO. 4 OCTOBER 1994

ON BECOMING MORE EFFECTIVE TEACHERS

How many papers have you graded this week? As teachers, we are constantly assessing our students' performance. We give them homework assignments, quizzes, and tests. We take note of their mistakes, try to help them improve and reward them when they do a good job. We try to keep accurate records of their scores, but even without our grade book in front of us, we probably have a pretty good idea about who is "measuring up" to our expectations and who isn't. Our grading procedures and our standards may vary, but all of us are involved in this business of assessing student progress.

But, how about ourselves? How do we know if we are doing a good job in the classroom? What is our measuring stick? Do our students assess us as teachers? You bet they do! You may have overheard their conversations about other teachers and wondered (as I have), "What are they saying about me?" Is any of it worth listening to? Not always, but students usually have a pretty good idea of who the "good teachers" in their school are—and they don't necessarily mean "easy." Try this experiment. Take a few minutes in class someday and ask your students to describe the qualities of a "good teacher." Not of any particular teacher, not of any particular subject. A lot of what they say will be silly and trivial, but eventually they will get into the spirit and give you some useful insights.

If you are not inclined to try this, you might be interested in what a group of 7th and 8th graders recently told me in response to this question. They described a good teacher as enthusiastic and willing to answer questions. This teacher is not intimidating, doesn't give a lot of busy work, and doesn't just "lecture on about stuff." This good teacher experiments with new ways of doing things (usually fun); teaches "not just by the book"; involves the class; puts effort into teaching and thought into grading; is consistent in dealing with troublemakers; gives students options on how to learn; is strict enough to be respected (but not *too* strict); makes things interesting; and "makes you feel you've really learned something."

These student comments are not scientific by any means, but they are worth considering as we take measure of our own effectiveness as a foreign language teacher.

Many schools have a fairly formal teacher evaluation plan. Perhaps an administrator or the district foreign language supervisor will visit our class once or twice a year. Sometimes the visits are helpful to us, and sometimes they are not. A lot will depend on how well the evaluator understands foreign language teaching.

A couple of years ago, an organization I belong to, the National Association of District Supervisors of Foreign Languages (NADSFL) put together a list that they call Characteristics of Effective Foreign Language Instruction. I have found the list to be very useful both in helping me provide guidance to teachers whose classes I observe and in taking stock of my own effectiveness as a language teacher. These

teachers whose classes I observe and in taking stock of my own effectiveness as a language teacher. These carefully worded statements still leave us plenty of room to express our own personality and our own teaching style.

CHARACTERISTICS OF EFFECTIVE FOREIGN LANGUAGE INSTRUCTION

The National Association of District Supervisors of Foreign Languages has identified the following characteristics of effective foreign language instruction. These guidelines provide a basis for common understanding and communication among evaluators, observers, and practitioners in foreign language classrooms.

- The teacher uses the target language extensively and encourages the students to do so.
- The teacher provides opportunities to communicate in the target language in meaningful and purposeful activities that simulate real-life situations.
- Skill-getting activities enable students to participate successfully in skill-using activities. Skill-using activities predominate.
- Time devoted to listening, speaking, reading and writing is appropriate to course objectives and to the language skills of students.
- Culture is systematically incorporated into instruction.
- The teacher uses a variety of student groupings.
- Most activities are student-centered.
- The teacher uses explicit error correction in activities that focus on accuracy and implicit or no error correction in activities which focus on communication.
- Assessment, both formal and informal reflects the way students are taught.
- Student tasks and teacher questions reflect a range of thinking skills.
- Instruction addresses student learning styles.
- Students are explicitly taught foreign language learning strategies and are encouraged to assess their own progress.
- The teacher enables all students to be successful.
- The teacher establishes an affective climate in which the students feel comfortable taking risks.
- Students are enabled to develop positive attitudes toward cultural diversity.
- The physical environment reflects the target language and culture.
- The teacher uses the textbook as a tool, not as a curriculum.
- The teacher uses a variety of print and non-print materials including authentic materials.
- The teacher engages in continued professional development in the areas of language skills, cultural knowledge, and current methodology.

After you've read the list, what do you do with it? Try this: Imagine yourself as an observer in the back of your own classroom and ask yourself to what extent these statements describe *your* teaching. If you see that you need to improve in some area (and who doesn't?), what can you do about it? I think the list is worth sharing with someone--perhaps another teacher in your school or members of your state organization. The list provides a lot to talk about--precisely because it leaves open the question of just how we go about doing some of these things.

One word of advice: In order to become a really effective Japanese teacher, you will need to renew your subscription to the *Newsletter of the Japanese Language Teachers Network* now!

Carol Bond
Director, CITJ

PATHWAYS TO PROFICIENCY:

REFLECTIONS ON CITJ'S TWO-YEAR WORKSHOP

During the past two years, I was fortunate to be a participant in CITJ's workshop "Pathways to Proficiency." In June 1993, nine secondary Japanese teachers met in Champaign, Illinois for a week to study proficiency-based language approaches and then moved on to a three-week stay in Japan to collect and develop materials we could use in the classroom. Throughout the past school year, the Center kept in close contact with us as we developed our materials and this past summer we met again for a week in Illinois to discuss and share them.

As I reflect on my experiences during the different phases of the workshop, I realize that they have changed and improved what I do in the classroom in ways that are almost too numerous to count. However, there are three things that I can point to as the most truly outstanding benefits. They are, first, having the opportunity to bring a wealth of authentic material into my classroom; second, learning how to adapt these materials into a usable format that will help my students' proficiency; and third, being given the chance to connect and exchange ideas with other Japanese teachers in a rich, supportive climate.

When we went to Japan, we went as a group of teachers with the goal of collecting materials. One result of this is that my classroom is bursting with posters, wall hangings, food wrappers and the like. As the students learn, they begin to sound out the *kana* around them and question what words mean, what is being advertised, and why is it done the way it is. I also have piles of tourism brochures from places around Japan, advertisements from department stores, train schedules and tickets as well as the beginnings of an amazing soft drink can collection. I have hundreds of slides showing both urban and rural Japan and because of the cooperation of the members of the group, twelve hours of raw video footage showing everything from Sumo to *mochi* pounding to department store elevator girls to how to make authentic *okonomiyaki*.

These things, while they are good for motivation and added interest, do not themselves make me a better teacher or boost my students' language proficiency. They must be integrated into language activities that are themselves integrated into a structured curriculum in order for them to be of real use. As most language teachers know, this is easy to do cheaply, but very difficult to do well. It is easy to pass out a brochure and say, "find and read the *katakana* words," but much more difficult to integrate that brochure and its *katakana* words into a larger, more meaningful activity. Of course, both simple and complex activities have their place in the classroom, but gaining skills in the more difficult integration process was a main focus of the year-long follow-up. During the

them to each other. For example, my project was a four-week unit on living in Japan. I integrated it with Chapter 15 in *Bunka Shokyu Nihongo I*, and used maps, apartment and department store advertisements, utility bills and the like to simulate the experience of what it might be like to rent an apartment and live in Japan. My project went through several changes at the workshop and because of the input of my colleagues will be better when I teach it this year. I also anticipate that because of the skills I have gained I will be doing these kinds of projects much more often.

This brings me to the third benefit which was the interaction with the other participants. Not only did I get help with my project, but I came away with seven other very different curriculum projects as well as dozens of worksheets and activities, some developed by individuals and some developed collaboratively on-site. The workshop was highly structured and task-oriented, and because of the level of trust we had attained while traveling together in Japan, the atmosphere was friendly and supportive. It was also valuable to simply talk with other participants. In a district of over 2,000 employees, I am the only Japanese teacher, and there is no formal regional association of Japanese teachers in Minnesota, thus professionally, I am tremendously isolated. During the workshop I received a wealth of ideas on topics such as grading, teaching specific grammar points, alternative classroom structures, new books and teaching materials, exchange and grant programs, teaching assistants, etc.

The success of this program, I believe, lay in the fact that it was long term. The trip in 1993 refreshed my language proficiency and my relationship with Japan and allowed me to collect realia, but the responsibility of having to come back to my colleagues the next summer and present them with concrete teaching materials made me work harder at developing my skills and did not allow my energy to dissipate. I am a more effective teacher than I was two years ago, and a great deal of the credit goes to my experiences during the "Pathways to Proficiency" workshop. The Center for Improvement of Teaching of Japanese Language and Culture in High Schools (CITJ), by affecting my teaching, has accomplished a small part of its goal. I hope that other teachers will be able to attend similar workshops in the future.

Linnea S. Visness
Apple Valley High School
Apple Valley, Minnesota

TEACHER TO TEACHER

We are so pleased that Chris Thompson has agreed to continue his Teacher to Teacher column from where he now lives in Towa-cho, Iwate-ken. The following material for Level I Japanese on current katakana words is hot off the fax. Look for Level II and III activities in future issues. Ed.

VIEWS FROM TOWA

日本語 1
ユニ・ハイ日本語

名前：
日付：

Part 1.

One aspect of life in Japan that amazes American students visiting Japan is the degree to which foreign words (often from English and romance languages) are used in daily life. Nouns are the easiest category of katakana words for English speaking students to decipher. The sample below contains only breakfast related words. Match the katakana words below to their correct English equivalent.

1）オレンジジュース・	・sausage
2）コーヒー・	・ham
3）レーズン・トースト・	・low fat milk
4）マーガリン・	・frosted flakes
5）ストロベリー・ジャム・	・J-league flakes
6）ローファットミルク・	・raisin toast
7）コーンフロスト・	・scrambled eggs
8）コーンフレイク ・	・strawberry jam
9）Ｊーリーグフレイク・	・coffee
10）ハム・	・corn flakes
11）ソーセージ・	・orange juice
12）スクランブル・エッグ ・	・margarine

Part 2.

Next, identify the following katakana words that are related to lunch. Write the English equivalents for each word in the space provided. Hint: Don't assume that all katakana words come from English

13）アメリカン・チーズ ・_____
14）パン ・_____
15）ペパロニ・ピザ ・_____
16）ポテト・チップス ・_____
17）ラーメン ・_____
18）ビーフ・カレー ・_____
19）ピーナッツ・バター ・_____
20）ミルク・シェーキ ・_____

Part 3.

This section consists of a description, by an American high school Japanese teacher from Illinois living in Japan for the year, of what he does every morning before going to school. Your job is to read the story, and fill in the blank spaces with the number of the most appropriate katakana word from the list provided. Work with your teacher to fill in the correct words. Ask questions! Hint: 1) Read the katakana word list and make sure you understand each vocabulary word first before trying the rest of the activity. (There are a few repeats from page one.) 2) Work on one paragraph at a time.

A Morning in the Life of an American Sensei in Japan

Every weekday morning I wake up and go to the kitchen to make some ____. In order to make the best tasting brew, I put water into the ____, put a ____ in the ____, and put several scoops of ____ in before turning on the pot.

Next, I get out my favorite ____ and dump some ____ into a bowl. Then I get the largest ____ I can find in the drawer, pour the milk on and eat. I don't need to add ____ because there is plenty already on the flakes.

After breakfast, I make my lunch. I take two slices of ____ out of the package, get a____ out of the drawer, and spread some ____ on each piece of ____. Then I take some pre-sliced ____, a piece of ____, and several slices of ____, and pile them neatly on one slice of bread. To finish things off, I put two slices of ____ on top before completing my Japanese style ____ by closing the top.

Last but not least, I put my sandwich in a ____ to keep it fresh. Then I grab a bag of ____, and a ____, and put everything in my ____.

A Morning in the Life of an American Sensei in Japan

カタカナ　リスト

０１）キラマンジャーコ・ブレンド
０２）コーヒー
０３）フィルター・ホールダー
０４）コーヒー・メーカー
０５）ブラウン・フィルター

０６）シュガー
０７）ロー・ファット・ミルク
０８）コーン・フロスト
０９）スプーン

１０）ハム＆チーズ・サンドイッチ
１１）トマト
１２）パン
１３）ランチ・ブレッド
１４）クラフト・スライス・チーズ
１５）ナイフ
１６）ハム
１７）マヨネーズ
１８）レタス

１９）ランチ・サック
２０）ジップ・ロック・バッグ
２１）ランチ・サイズ　アイダホ・ポテトチップ
２２）ペプコーラ

Teacher's Copy

Note To Teachers: I have included this version of, "A Morning In The Life Of An American Sensei In Japan," so you can see how I originally intended for the katakana vocabulary to fit into the story. There may be variations to my original version that make sense. Please use this activity in what ever way is most useful. As you can see, I organized the katakana vocabulary by paragraph, although the order of the words has purposely been changed.

A Morning in the Life of an American Sensei in Japan

Every weekday morning I wake up and go to the kitchen to make some coffee. In order to make the best tasting brew, I put water into the coffee maker, put a brown filter in the filter holder, and put several scoops of Kilimanjaro Blend in before turning on the pot.

Next, I get out my favorite low fat milk and dump some frosted flakes into a bowl. Then I get the largest spoon I can find in the drawer, pour the milk on and eat. I don't need to add sugar because there is plenty already on the flakes.

After breakfast, I make my lunch. I take two slices of lunch bread out of the package, get a knife out of the drawer, and spread some mayonnaise on each piece of bread. Then I take some pre-sliced tomatoes, a piece of lettuce, and several slices of ham, and pile them neatly on one slice of bread. To finish things off, I put two slices of Kraft Slice Cheese on top before completing my Japanese style ham and cheese sandwich by closing the top.

Last but not least, I put my sandwich in a ziplock bag to keep it fresh. Then I grab a bag of lunch size Idaho potato chips, and a Pepsi Cola, and put everything in my lunch sack.

Chris Thompson
Towa-cho, Iwate-ken
JAPAN

WATCHING VIDEOS: JUST FOR FUN? OR...MORE?

This summer our school was lucky enough to receive several *Faces of Japan* video tapes through the Materials Donation Program of The Japan Foundation. The videos introduce different aspects of modern Japan, and include such titles as "The Entertainer," "The New Generation," and "Beyond the Classroom." All of the video tapes have English narration. They are a good source for learning about Japanese culture, and students usually enjoy them. Like a lot of teachers, I felt that these video tapes are very useful to teach culture, yet not useful for language teaching. This year I have been exploring some ways to make full use of these videos for both culture and language teaching.

One of these videos, "Young Baseball Heroes," introduces the Japanese high school baseball tournament which culminates in the playoffs at Koshien Stadium in Osaka. The video depicts the life of young baseball heroes, their roles as baseball players and students, their tenacity, their disappointments and happiness. There are some wonderful scenes of baseball games and the opening ceremony at Koshien. The video really excited the students in my Japanese III class. I used the following process to introduce this tape to help them build up their four language skills in Japanese.

First, I gave students a list of Japanese vocabulary related to the video, which we practiced in class. Students were encouraged to guess the meanings of *katakana* words. Then, we watched the video. As they watched, students were expected to jot down notes on three to six things that especially interested or surprised them. In most of these tapes, there are background conversations or interviews in Japanese before the English narration. I asked students to listen very carefully to the Japanese and to try to figure out what was being said. From time to time, I pushed the pause button and asked students to repeat the Japanese sentences--or words--they understood. I encouraged them to guess at the more difficult sentences, based on their understanding. Then I sometimes said the whole sentence for them and asked them to repeat it. They were excited when they found they could sometimes understand conversations of native speakers on the video.

Next, I wrote a paragraph related to the video they had just watched, using the words in the vocabulary list and the grammar they had recently learned. I could have used the paragraph as a reading activity. But, this time I used it for a dictation activity, to give the students practice in listening comprehension and writing new vocabulary and grammar patterns. I read the paragraph to the students four times. The first time, without pause, was only for listening comprehension. Students listened and tried to understand as much as possible without taking notes. The second and third time I read at a slower tempo, pausing for them to write. The fourth time, they tried to fill in what they missed.

Young Baseball Heroes

覚えましょう！

野球（やきゅう）	Baseball
甲子園（こうしえん）	Koshien
訓練（くんれん）	Training
選手	Player
ワールドシリーズ	
オリンピック	
コーチ	
チーム	
キャプテン	
チアリーダー	
デート	
アルコール	
アウト	
ストライク	
バット	
ピンチヒッター	
ファールフライ	
ミス	
シングルヒット	

聞き取り

日本高校野球

（1）日本では野球はとても人気です。アメリカと同じです。

（2）高校野球のチームは甲子園（こうしえん）に出たいです。

（3）訓練はとてもきびしいです。きそくがたくさんあります。

（4）選手たちはデートをしてはいけません、水泳をしてもいけません。

（5）アルコールもタバコもだめです。

（6）成績の悪い学生は野球チームにはいれないです。

（7）男のチアリーダー（おうえんだん）もいます。

（8）みこ高校は野球で有名です。でも、一番いいピンチヒッターのミスで甲子園に行けませんでした。

SUBSCRIPTION FORM

NEWSLETTER OF THE JAPANESE LANGUAGE TEACHERS NETWORK

Name: _____

School or Organization: _____

Address: _____

_____

Telephone: _____ FAX: _____

Mailing Address: _____

_____

E-mail Address: _____

To receive the 4 Newsletter issues plus the 1995 updated list of Resources for Teachers of High School Japanese, I enclose:

_____ **$20 for a regular subscription after November 22, 1994**

_____ **$18 for early subscriber discount before November 22, 1994**

_____ **$26 for overseas subscriptions**

_____ **additional contribution (optional)**

I am a _____ Japanese teacher at (circle level): H.S. Jr. Hi. Elem. College

_____ Foreign language supervisor

_____ Satellite program facilitator

_____ Other (please specifiy) _____

If you know of anyone who might be interested in subscribing to Newsletter of the Japanese Language Teachers Network, please write their name and address below. We will send them a free October newsletter. (Please use the back for additional names and addresses.)

Name: _____

Address: _____

Please make checks payable to the UNIVERSITY OF ILLINOIS. Send this form with your check to Randy Musselman, University High School, 1212 West Springfield Avenue, Urbana, IL 61801. Send by November 22, 1994 to get the early subscriber discount!

Another way to do this is to give them the paragraph with spaces left for missing words, that they fill in as they listen. If I want to make sure they have understood everything, I can ask a few quick questions in English. Finally, I ask questions which students can answer by using the new words they have learned. Sometimes, I give them a few minutes to say what they can about the video in Japanese. (I will help them with words, if they ask properly.)

So, after all, this really excellent video tape in English about one aspect of Japanese culture turned out to be the source of a pretty good language lesson. I know there is so much more I could do with videos like this one. I would really like to hear from teachers who have used videos in this way. Please write to me at University High School, 1212 West Springfield Avenue, Urbana, IL 61801 or send me an e-mail message (shuang@uni.uiuc.edu) or a Fax (217/333-4064).

Shu Huang with Carol Bond
University High School
Urbana, IL 61801

Faces of Japan video cassettes are available for about ¥15,800 each from Intervoice, Inc., 2-17-11 Nagata-cho, Chiyoda-ku, Tokyo 100, Japan Telephone: (03)3507-0330. Better yet, apply for the Japanese Language Teaching Materials Donation Program from The Japan Foundation! (See announcement in this issue.)

LETTER WITH POEM FROM MISSOURI

Dear Editor:

I have worked as a facilitator for distance learning programs in Japanese and as an assistant to an instructor who is a native of Japan. During this time, I have found that students need to be able to remember the order of hiragana in order to use a Japanese-English dictionary effectively. I devised the enclosed mnemonic devise to help students remember which row of *kana* comes next. Perhaps someone else may find it useful.

The Japanese program at Winona which was initiated in 1992-1993 continues to do well. On the kindergarten level, it has become an exploratory culture course. Grades 1-5 meet with a Japanese teacher once a week to learn language and culture. Grades 6-8 are offered an exploratory language course with the emphasis on Japanese. Networking with other teachers and attending foreign language conferences have been essential to the development of our program, and many ideas can be transferred from one language to another.

I look forward to reading more about Japanese programs and ideas through your newsletter. Please enter my subscription so that I may keep more up-to-date. Thank you.

MNEMONIC DEVICE FOR THE ORDER OF THE HIRAGANA CHARACTERS

A ll
K ites
G o
S ailing
Z ippily
T o
D well
N ear

H eaven
B efore
P Plummeting
M omentarily
Y et
R ising
W ith
N erve (again).

If a more Japanese-like arrangement is preferred...

N	W	R	Y	M	P	B	H	N	D	T	Z	S	G	K	A
e	i	i	e	o	l	e	e	e	w	o	i	a	o	i	l
r	t	s	t	m	u	f	a	a	e		p	i		t	l
v	h	i		e	m	o	v	r	l		p	l		e	
e		n		n	m	r	e		l		i	i		s	
		g		t	e	e	n				l	n			
(				a	t						y	g			
a				r	i										
g				i	n										
a				l	g										
i				y											
n															
)															
.															

For a more poetic version...

heaven before p (again).
near l
dwell u nerve
to m
zippily m with
sailing e
go t rising
kites i
All n yet
g
momentarily

Dearndia D. Higgins
Route 3, Box 43
Birch Tree, MO 65438

© copyright 1994 Dearndia D. Higgins

NEW RESOURCES

JAPANESE ADJECTIVE AND ADVERB CARDS

Japanese Adjectives and Adverbs, from Language Express, is a set of cards designed for individual vocabulary study. On the front of each card is a lively illustration of the adjective or adverb with its English equivalent. The back provides the Japanese word in *kana/kanji* and *romaji*, along with its opposite. The 2" x 2½" cards are bound on a ring that can be easily opened so that the set can be customized. 100 2" x 2½" cards on a ring, $11.95. Language Express also offers *kana* cards and Japanese verb cards.

Language Express study cards are available from Language Express, P.O. Box 460208, San Francisco, CA 94146-0208 Tel 800/464-8753.

JAPANESE FREEWARE FROM PURDUE UNIVERSITY

Hiragana & Katakana Ver. 1.0

Two 3.5 inch HD disks
Macintosh with 2MB RAM; JLK or KanjiTalk are <u>not</u> necessary. HyperCard 2.X
Authors: Kazumi Hatasa, Mariko Kaga and Peter Henstock

These stacks are designed to introduce the pronunciation of *hiragana* and *katakana* through visual and verbal mnemonics. It does not introduce how to write them. Flash cards and *kana*-guessing games are provided for exercises.

World Geography Ver. 1.0

Two 3.5 inch HD disks
Macintosh with 2MB RAM; JLK or KanjiTalk are <u>not</u> necessary. HyperCard 2.X
Authors: Kazumi Hatasa and Sayuri Kubota

These stacks are designed to allow students to practice reading *katakana* using names of countries in the world (Africa, Asia, Europe, and South America) and names of the states in the USA. They will challenge the knowledge of world geography as well.

Development Tools for Japanese Ver 2.0

Two 3.5 inch HD disks
Macintosh with 2MB RAM; JLK or KanjiTalk are not necessary. HyperCard 2.X
Authors: Kazumi Hatasa, Peter Henstock, and Ting-Yu Hsu

Development Tools for Japanese (DTJ) are designed to add Japanese language support to the HyperCard environment without using a Japanese operating system such as KanjiTalk or JLK. DTJ consists of a series of fonts for *kana* and *kanji* (16X16 and 24X24) and several XFCN/XCMDs. HyperCard can: (1) display the full range of Japanese scripts (i.e., JIS Levels 1 and 2), (2) accept word inputs using romaji-*kana* conversion, and (3) point out student's errors in the form of spelling mark up. Japanese text generated under KanjiTalk or JLK can easily be converted into the DTJ's own format. However, unlike a Japanese word processor, DTJ does not perform *kana-kanji* conversion since it is not intended to be used as a replacement for word processors. If you want to develop courseware in Japanese, and you do not have JLK or KanjiTalk, DTJ should prove useful.

AutoGloss/J Version 1.0

One 3.5 inch HD disks
Macintosh with 4 MB RAM; JLK or KanjiTalk is necessary. Hypercard 2.X
Authors: Peter V. Henstock and Kazumi Hatasa

AutoGloss/J is a HyperCard stack which is designed to produce glossary automatically from Japanese text. You can import Japanese text from your Japanese word processor. AutoGloss/J will ask you to select the words you want to include. You can include inflectional endings. Once you are finished with the selection, it automatically searches through a 30,000 word dictionary to attach pronunciations and English meanings. It uses public domain dictionaries called "edict" and "wnn". Glossary is a text file so that you can use your word processor to edit it.

You can obtain this Japanese Freeware!

- Send the indicated number of blank disks and a self-addressed stamped envelope to:

Kazumi Hatasa or Peter V. Henstock
Department of Foreign Languages and Literatures
Stanley Coulter Hall
West Lafayette, IN 47907
Telephone: (317)494-3862
e-mail address: kazumi@vm.cc.purdue.edu

NATIONAL WORKSHOP FOR TEACHERS OF JAPANESE

Seventy Japanese language teachers representing sixty-six schools in eighteen states and eighty teaching assistants from Japan gathered at the Bismark Hotel in Chicago for the JALEX Fall Workshop for Teachers of Japanese. The teachers and their assistants are participants in the Japanese Language Exchange (JALEX) program funded by the Center for Global Partnership and administered by The Laurasian Institution.

In the JALEX program, now in its third year, teachers of Japanese in American schools serve as mentors to Japanese university students interested in teaching Japanese as a foreign language. The October workshop included seminars addressing team-teaching techniques, multi-level classrooms, textbook options, classroom management, technology and recruitment of students. Featured guest speaker was Diane Gulbronson, an experienced Japanese teacher from New Berlin, Wisconsin. A JALEX Spring Workshop is being planned for March, 1995.

For more information about the JALEX program, contact Bret Heinrich, The Laurasian Institution, 9536 Henrietta Street, Brookfield, IL 60513 Tel 708/485-6435, Fax 708/485-6459.

JAPAN BOWL

What is the meaning of "*Senri no michi mo ippo kara*"? How would you say "What's the matter?" in Japanese? What is a *teruterubozu*? These questions and many more were fired at the Second Annual Japan Bowl contestants who gathered at George Mason University in Fairfax, Virginia, on April 30, 1994. Over 150 Japanese language students representing fifteen high schools in the greater Washington, D.C. area participated in the day-long competition. Student teams consisted of two or three players with second, third and fourth-year level teams competing separately. For each level, winning teams from preliminary rounds played off in final afternoon rounds. Questions in all rounds related to culture, grammar, and *kanji/katakana* recognition.

At the end of the day, winners received large trophies and all participants were given honorable mention trophies. The 1994 ceremony also included a reading of a letter from President Clinton and remarks by Ambassador Kuriyama.

The Third Annual Japan Bowl in 1995 will become the first *national* Japan Bowl, and participants from around the nation will be invited to the day-long academic competition to be held in the Washington, D.C. area in late April. Any second, third or fourth-year Japanese language students (except those whose native language at home is Japanese) are

eligible to form teams of two or three players. Schools may enter teams for any or all levels.

For more information contact Seana Magee at 202/833-2210 or write to the Japan-America Society of Washington, D.C., 1020 19th Street, N.W. LL #40, Washington, D.C., 20036.

NEWS FROM CITJ

CALL FOR CURRICULUM GUIDELINES

There are now many groups of teachers and administrators around the country working hard to put together curriculum guidelines for their region or state. Others of you have already finished this task and may now be willing to share the results with your colleagues in other regions. We at CITJ are interested in collecting these guidelines to share with others who request them.

If you are willing to share your guidelines, summaries or even portions of the guidelines, please send them to Barbara Shenk, University High School, 1212 West Springfield Avenue, Urbana, IL 61801. Also, let us know if you would like to look at guidelines from other groups.

CENTER WELCOMES NEW STAFF

The Center is pleased to introduce our two new staff members, Mamiko Ihara and Shu Huang. Both will work with the Center's projects and teach Japanese at University High School.

Mamiko Ihara, who comes from Kobe, has been a teaching assistant in public schools in St. Louis and Wisconsin. She is certified to teach Japanese in Wisconsin and to teach English in Japan.

Shu Huang, a native of Shanghai, recently completed a master's degree in Japanese at the University of Hawaii, with specialization in teaching Japanese as a foreign language. She has taught Japanese at the University of Hawaii and has also been a multi-language interpretor and a television voice actress (in Japanese) in Shanghai.

EMPLOYMENT OPPORTUNITIES

St. Paul's School, a private Episcopal school located north of Baltimore, Maryland is seeking a teacher of Japanese and Spanish/French language for a possible opening in 1995-96. This new teacher would work in coordination with two full-time instructors of Japanese language in an established and growing elementary and high school program. Since this would not be a full-time Japanese language teaching position, candidates with the ability and desire to teach multiple languages are urged to apply. Requirements include elementary level foreign language teaching experience, and a B.A. Contact Robert Hallett, Headmaster, St. Paul's School, Brooklandville, MD 21022. No telephone calls, please!

Cleveland Public Schools seeks a K-8 certified Japanese language teacher for its Foreign Language/International Studies Magnet Program, beginning immediately. This full-time position will involve teaching Japanese at Joseph M. Gallagher Middle School as well as traveling to elementary programs. For more information contact: Dr. Rita Stroempl, Supervisor, Foreign Languages, Cleveland Public Schools, 1380 East Sixth Street, Cleveland, OH 44114, Tel 216/574-8680.

EMPLOYMENT SOUGHT

Kimiyo Nakamura seeks a position teaching Japanese at the high school or university level. Ms. Nakamura graduated from Nanzan College in Japan with a major in English. She also holds a B.A. in Spanish from Mansfield University in Mansfield, Pennsylvania. She has experience teaching English, Japanese and mathematics to elementary, junior high, and high school students in Japan. Contact Kimiyo Nakamura, 1401 N Street N.W., #210, Washington, D.C. 20005 Tel and Fax 202/234-6151.

ANNOUNCEMENTS

➢ The 1995 Keizai Koho Center Fellowships offer an opportunity for your colleagues who are social studies, history or economics teachers; supervisors, or principals, to go to Japan. The fellowships cover participation in a 16-day visit to Japan with an itinerary designed specifically for educators. The group will leave from San Francisco on June 25, 1995, and return to the United States on July 11, 1995. Participants will contribute to the development of a book of classroom activities for teaching about Japanese culture at the K-12 levels. Applicants must have skills and experience in developing classroom materials and be willing to provide a rough outline of three activity ideas before departing for Japan. Application deadline is January 20, 1995.

For more information, contact Program Coordinator, Kezai Koho Center Fellowships, 17 Eagle Rock Road, Mill Valley, CA 94941, Tel 415/383-6544, Fax 415/383-0277.

➢ "Language: Key to the Past and Passport to the Future" will be the theme for the 1994 ACTFL meeting in Atlanta, November 18-20. Sessions of particular interest to Japanese language teachers will include "Oral Activities for the High School Japanese Language Classroom," "Teaching Reading Strategies in the Japanese Language Classroom," "Washington State Guidelines for High School Japanese: A National Model?", "The Commonly and Less Commonly Taught Languages: What Can We Learn From Each Other?", and "Japanese Language Immersion Programs: Challenge and Potential." In addition, there will be a post-convention workshop on Monday, November 21, on "Essential Japanese Language Teaching: What Every Sensei Should Know." The Japan Foundation Language Center Luncheon will be held on Friday, November 18. For more information on ACTFL 94, contact ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801, 914/963-8830.

➢ The Japanese Language Proficiency Test will be administered by The Japan Foundation in Los Angeles, Chicago, and Vancouver, Canada on Sunday, December 4, 1994. The test is devised to measure and certify Japanese proficiency for non-native speakers. All examinees will be notified of their scores at the end of February and those who pass the exam will be issued certificates of proficiency from Japan. The exams are offered on four levels, with Level I being the most advanced. Registration for the December exam was September 12 to October 21. While it is too late to register now for the 1994 exam, those interested in taking it in the future may wish to request information in advance. Contact The Japan Foundation Language Center, 2425 West Olympic Boulevard, Suite 650E, Santa Monica, CA 90403. Tel 310/829-3172, Fax 310/829-9510.

➢ The Japan Foundation is once again offering grants to assist Japanese language programs. Their grant programs include: Salary Assistance Program for Full-Time Japanese Language Teachers; Japanese Language Teaching Materials Donation Program; and Assistance Program for the Development of Japanese Language Teaching Resources. Application deadline is December 1, 1994. If interested, request information immediately from The Japan Foundation New York Office, 152 West 57th Street,39th Floor, New York, NY 10019 Tel 212/489-0299 Fax 212/489-0409, or from your nearest Consulate-General or Embassy of Japan.

➢ ATTENTION JALEX Mentors and Assistants: JALEX will not be able to pay for your subscription to the JLTN Newsletter this year. Please renew your subscription by using the enclosed form.

➢ A VERY SPECIAL ANNOUNCEMENT ≺

Wesley Lawrance Thompson was born to Chris and Erin Thompson on July 1, 1994, just two days after the conclusion of CJTJ's Japanese Teachers Workshop. Congratulations, Chris and Erin!

The Newsletter of the Japanese Language Teachers Network is published four times each year in December, February, May and October. Our publication year begins with the December issue, but new subscribers are welcome at any time. In addition, a list of Resources for Teachers of High School Japanese is published in March-April. The subscription fee is $20.00 for the five publications. For more information, or to subscribe, contact Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, IL 61801. Tel. 217/244-4808 Fax. 217/333/4064. e-mail: bshenk@uni.uiuc.edu

The Newsletter of the Japanese Language Teachers Network is a publication of the Center for Improvement of Teaching of Japanese Language and Culture in High School at the University of Illinois at Urbana-Champaign. The newsletter and other current projects of the Center are supported in part by the United States-Japan Foundation.

Editor: Barbara Shenk

Contributors: Carol Bond
Dearndia D. Higgins
Shu Huang
Chris Thompson
Linnea Visness

Typist/Circulation Manager: Judith Lateer

日本語教師ネットワーク

NEWSLETTER OF THE
JAPANESE LANGUAGE TEACHERS NETWORK

VOL. 10 NO. 1 DECEMBER 1994

A BOUNTIFUL SOURCE OF NIFTY TIPS AND ZERO-COST IDEAS

Much as I enjoy the image of teacher as pioneer, I'm greatly relieved that I don't teach in a lonely one-room schoolhouse on the prairie. Even though all teachers feel isolated from time to time, in truth we are seldom as alone as we may feel. We have our students, our school and community resources, our books, journals and newsletters. Best of all, we have our colleagues--not only the teachers who teach our language, but all of our partners in foreign language education. Throughout the years, I have been privileged to work along side teachers of German, French, Russian, Latin and Japanese who have generously shared their ideas with me, helped me solve problems, and, I hope, learned in turn from me.

Somewhere out there just beyond the horizon, scholars and experts are writing important books and giving profound lectures. Their work is valuable. But when we need some fresh ideas or fast advice on how to deal with a thorny classroom problem, how to motivate an underachiever, how to liven up tomorrow's grammar lesson, how to encourage participation (this week, tomorrow -- today!), we can't expect an expert to show up on our doorstep to help us. But our colleagues just down the hall can offer us the special knowledge of the experienced high school teacher -- "The wisdom of the practitioner" (as Andrew C. Porter, professor of education at the University of Wisconsin has called this special quality).

Yes, teaching French is quite different from teaching Japanese. Yes, Japanese has unique linguistic and cultural dimensions that make it a much more difficult language for Americans to learn. However, unless I have really gone way off the track in my thinking, the students in our classrooms are pretty much the same, and we are trying to accomplish essentially the same goals, no matter what language we teach.

The day-to-day questions Japanese teachers ask themselves are very similar to the ones I ask myself...and my colleagues: What's a good way to teach the passive? How can I get this one kid to sit up and pay attention? How can I get my quiet students to speak up or, my noisy students to be quiet? What's a good way to review for the semester

exam? How important is it that students know this particular grammatical point? How can I challenge the brightest students without losing the weakest ones? What do I do when some groups finish an assignment well ahead of others? How can I grade class participation without driving myself crazy? How can I get students to bring their books to class and/or do their homework? These are some of the actual questions I have asked or answered in recent weeks.

We are lucky that there is no one right answer to any of these questions. By talking with many other teachers and learning from their experience, as well as our own, we each develop a repertoire of ideas and techniques that work for us. Sometimes just by talking with our colleagues, we discover an idea or solution within ourselves.

Workshops, professional meetings and conferences are wonderful places for foreign language teachers of all kinds to gather together and exchange ideas, and I am always thrilled to be a part of these meetings. But once we return to school, we may quickly lose the psychological and professional boost we gained unless we have a colleague or two in our school with whom we can share what we've learned. This is the relationship that can continue to sustain us during the bleak days of January when the excitement of the conference has subsided. Just today, for instance, I re-read some of the notes I had scribbled with such enthusiasm at an ACTFL session in November. I have no idea what it all means or why I thought it was important. I waited too long to tell my colleagues about it, and now it's all but faded from my memory.

I am pleased to pass on to you a few simple ideas I've learned from other teachers: If you happen to try any of them and find that they work for you, please...share them with a colleague!

- ☑ A fantastic method for awarding participation points (and encouraging maximum use of the language): Just before a particular class activity (perhaps a very focused small group or paired activity), announce that at this moment the entire class has fifteen points as today's participation grade. Write the number 15 on the board, then roam the classroom during the activity. Every time you hear any English, reduce the number by one. That number becomes the new participation grade for the entire class. It's simple and it works!

- ☑ A way to practice comparisons: Ask someone well known in the school (principal, librarian, math teacher) to visit your classroom. Stand next to each other and ask your students to compare the two of you. (The guest need not know Japanese, but must be a good sport!)

- ☑ A simple way to practice numbers (or any other memorized sequence): Send one student out of the room. Ask another student to hide a small object somewhere in the

classroom. When the first student returns, the class guides him or her to the object by counting very softly when the student is far from the object and gradually increasing the volume as the student approaches the object.

☑ How to know when pairs or small groups have finished their assigned task: Tell them to signal you by turning their books upside down.

☑ How to motivate your students to do their best in a drill: Make it a contest between you and them. The class gets a point whenever students give the right answer and you get a point if they are wrong. Of course, you will pretend to be very happy when they are wrong!

☑ How to use language as a way to match up partners: If you have 24 students in your class, write out twelve very different questions (What's the date? How old are you? What's your name?) on twelve 3x5 cards. On twelve other cards, write the answers to the questions (December 12; I am 16; My name is ...). Tell the students to walk around the classroom asking their question or giving their answer until they find a match. That person will be their partner for the next activity.

What a rich resource my colleagues have been to me throughout my professional life! What a mistake it would have been for me to build a one-room schoolhouse around myself.

Carol Bond
University High School
Urbana, IL

Note: A special thank you to Waunita Kinoshita, my colleague from Urbana (IL) High School who listened to my ideas and helped me answer my questions.

VIDEO CHALLENGE!
A LETTER WRITING CONTEST

Last summer when I went home to Japan I took a video of my friends, my hometown of Kobe, the summer festival, and so on. The video is ninety minutes long, but I use short segments of it in my Japanese classes for various activities. The following is an activity I worked on with my second year students recently.

A ten minute segment of my video shows my friends introducing themselves to my students. In it they also introduce a little stuffed Godzilla toy that squeaks. This toy is very familiar to my students because I have one exactly like it, and it has become our class mascot. On the video my friends make a challenge to my students, saying that if each student writes a letter to them in Japanese, they will evaluate them and send the best letter writer a toy Godzilla.

These were like magic words to my students' ears. Suddenly they wanted not only to write to my friends, they wanted to write the best letters they could possibly write. I gave them some suggestions, as well as three sentences that they could use (see attached handouts). By suggesting topics that they could write about, I hoped to encourage them to use the Japanese they had learned during the past year.

They then proceeded to work on their rough drafts. I was surprised and amused by the questions they asked in the process. They essentially wanted to know what would impress my friends most. "Is it better to write vertically or horizontally?", "Should I use a regular pen or a *fudepen*?", "Which is more polite: *'gojira o kudasai'* or *'gojira ga hoshiidesu'*?" "How do you write this in kanji?" Some also asked for help in expressing certain thoughts. They all tried to be very creative.

I checked their rough drafts and made a few corrections, but didn't try to correct or change too much. Then I brought in stationery I had made in various colors. Since they were learning colors, they had to ask politely for the color they wanted. They then wrote their final drafts very neatly, and many added illustrations. We worked on these letters for three days, doing some of the work in class and some at home.

The results of the contest are not in yet, but below are some samples of their writing. This activity was so successful for my class, that I am now planning to ask my Japanese friends to make a video challenging my students to try a video speech contest.

Mamiko Ihara with Barbara Shenk
University High School
Urbana, IL

手紙の書き方(How to write a letter in Japanese)

_____さんへ

はじめまして。私のなまえは、_____です。

1. Introduce yourself

This is your first letter to ちよさん, so you have to introduce yourself to her.You can tell her a lot of things.

(Suggestion)

ぼく（わたし）、学校の名前(なまえ)、学年(がくねん)、好きな科目(かもく)、
家族(かぞく)（family）、お父(とう)さん、お母(かあ)さん、お兄さん、
お姉さん、弟(おとうと)、妹、ペット（いぬ、ねこ）、
日本語のクラス、いはら先生、べんきょう、好きな食べ物(もの)
好きな音楽(おんがく)、わたしのまち（アーバナ、シャンペーン）

2. Ask some questions to ちよさん about her, Japan, and so on.

3. You may ask ちよさん for a Godzilla（ゴジラ）politely.

Ifちよさんthinks that your letter is the best,
I think she will give you one.
Only one person will receive a Godzilla.

Good luck!!

ユニバーシティー・ハイスクール
日本語レベル２クラス
１２１２　West Springfield Ave.
Urbana, IL 61801

十月七日金曜日

ちよさんへ、

はじめまして。私の名前はモリー・カプットです。私は中学三年生です。私はバレーボールが大しい好きですよ。私は十四さいです。私の女未は十一さいです。私のたんじょうびは二月二十八日です。あなたのたんじょうびはなん月なん日ですか。私はユニ・ハイへ行きます。いしはら先生のセはひくいです。私のお父さんのしごとはかがくしゃです。私のお父さんは大学ではたらきます。私の好きなかもくはすうがくです。あなたは日本が好きですか。私は日本へ行きたいです。あなたはアメリカへ行きたいですか。あなたのしごとはなんですか。しょうらい、私はけんきゅうかになりたいです。私はジャンペンがからいです。ジャンペーンはつまらないからです。好きないろはむらさきとみどりです。あなたの好きないろはなんですか。あなたは大学へ行きましたか。私は大学へ行きたいです。私は日本語が好きです。あなたはえい語ができますか。私の好きな食べものは千ムシです。あなたの好きな食べものはなんですか。私はアメリカ人です。あなたはしょうぐんを読みましたか。私はジョガンを読みました。しょうぐんはしいいですよ。ごめんなさい、私の日本語がすこしできます。あなた私のてがみを好きといいですってがみをください。ゴジラをください。どうもありがとございます。さようなら。

モリー・カプット
Molly Kaput

ユニバーシティー・ハイスクール
日本語レベル２クラス
１２１２　West Springfield Ave.
Urbana, IL 61801

知佳さんへ

はじめまして。私の名前は、宋世陵（セリン・ソング）です。女の子です。私のかみのけと目はくろいです。中学三年生です。私はナニさいです。伊原先生の学生です。伊原先生はいい先生です。日本語のクラスがだい好きです。お父さんは大学の先生です。でも私のお母さんはにとをしていません。お姉さんは大学の学生です。ほうかい、ニュースキャスターになりたいです。ごはんとさかなが好きです。私はおらんじのぶどうといちごを食べるのが好きです。コーラを飲むのが好きです。先とお姉さんのセがひくいです。私もひくいです。好きないろはえんじです。知佳さんは。お金がだい好きです。ハっぽんでもにんじんをうたうのが好きです。ピアノをひきます。たいそうもします。私はラジオたいそうも好きです。知佳さんは元気ですか。日本に元気はいいですか。アメリカにまだはすずしいです。何まですか。何を食べるのが好きですか。くだものが好きですか。きんじょにごはんがありますか。日本が好きですか。アメリカへ行きたいですか。私は日本へ行きたいです。日本のたべものが好きです。富士山としんかんせんを見たいです。知佳さんのともだちの男の子はかわいです。日本にハロウィーンがありますか。アメリカにハロウィーンがあります。ハロウィーンにおかしをたくさん食べます。私はゴジラのえいがが好きです。でもゴジラのぬいぐるみがだい好きです。このてがみはいいですか。ゴジラのぬいぐるみをください。私はほしいです。てがみを書いてください。さようなら。

♡宋世陵

日本語 1
ユニ・ハイ日本語

なまえ：
ひづけ：

PART 1.

Winter has come to Iwate prefecture. On Saturday, I plan to go to the local hardware store to stock up on some winter items for the car. Look at the advertisement provided, and help me figure out what to purchase. Based on my description of what I need, please recommend a product by writing in the product name (in katakana) and the cost of that item (in yen) in the space below. By the way, 品名(ひんめい) means "product name."

1) I need to replace my washer fluid with something that won't freeze.
品名(ひんめい):_____ いくらですか:_____

2) What can I buy to keep my windshield wipers from freezing to the windshield while driving?
品名:_____ いくらですか:_____

3) I need a way to carry my skis on the roof of my car for the least amount of money possible.
品名:_____ いくらですか:_____

4) What three item kit should I keep in the car at all times?
品名:_____ いくらですか:_____

5) What could I use to chip the ice off of my windshield each morning?
品名(ひんめい):_____ いくらですか:_____

PART 2.

What follows is a list of other items that I saw in the store. Read each word, and write the English equivalent in the space provided. You may have to use your imagination to figure out what some of these items are. Good luck!

ジュニア・スキー・セット：
アダルト・スキー・セット：

* Each of the products above comes with the items on the following page:

スキー：
スキー・ブーツ：
ビンディング：
ストック：
* Other accessories include:
スキー・ブーツ・ケース：
ニット・キャップ：
スキー・ソックス：
メンズ&レディース・スキースーツ：
ダウンパーカージャケット：

PART 3.

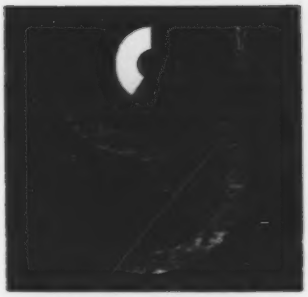
I also ran into a few "mystery " items that I had never heard of before, and didn't understand how to use until I actually held the item in my hand. Use the space below to guess what each item is in writing in えいご, and confirm your answer with Sensei.

1）トーキングタイム：

2）ホットカーペット：

3）ボイスメモ：

4）リビングワゴン：



サンデー
ホームセンター

冬のカーグッズを満載!

足踏みポンピングで作業がラクになります
●フロアージャッキ MY-2(2.5t)
3,980円

容量2.0

●アイス
ウォッシャー液
-30℃
198円

フロントガラスの雪取り等に

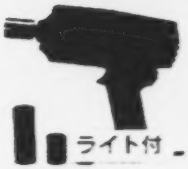
●クリンヒュー
テフロス
超強力
500ml/M1,000円
498円

●スノースクレーバー
780円

●(マルニヌ)
スノーブレード各種
980～3,480円

車種、年式等によりサイズが異なりますので、確認のうえお買い求めください

●非金属チェーン各種
9,800円より



●インパクトレンチ
MI-9994-12V専用
ソケット(14・17・19・21mm)付
6,980円

セット内容
・ケン引ワイヤーロープ6m
・ブースターケーブル50A 2.5m
各1本

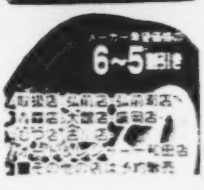
●MTC
セーフティセット
1,280円

●ストロング
バッテリー充電器
SC-5A・12V用・MAX5A
M6,000円
4,980円

●スノーマット セミ
フロント用ワンタッチ
マルーン・クリアー
各**780円**

●スノーマット セミ
ワゴン用
運転席用・助手席用
ブラック
各**980円**

スタッドレスタイヤ
各種販売中
有名いメーカー
(ブリヂストン・ダンロップ・
ヨコハマ・オーツ)



タイヤの保管に便利です

●タイヤ収納カバー
S・M・L
各**980円**

●車体カバー各種
軽自動車から2.5Lセダンまで
各**2,980円**

●MR スキー スキーキャリア
PAZZO3800・ブラック M6,500円
4,980円

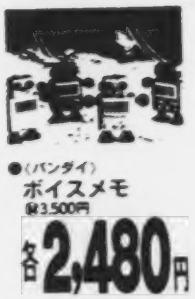
●ミラリード マグネットスキー&
スノーボードキャリア
SK-501
Wロック機構
M16,000円
9,800円

Teacher's Answer Page

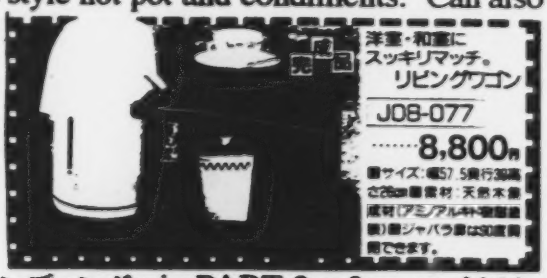
1）トーキングタイム : A toy watch made by Disney that literally tells you the time.

2）ホットカーペット : An electric carpet (rug) that you plug into the wall like an electric blanket. Very nice to have in cold Japanese houses in the winter.

3）ボイスメモ : A toy dictating machine made by Bandai Toys.



4）リビングワゴン : A very useful coffee table on wheels designed to hold a Japanese style hot pot and condiments. Can also be used as a service table.



5）「ビンディング」in PART 2 refers to ski bindings.

BOOK REVIEW

YOROSHIKU--NIKO NIKO, MOSHI MOSHI, PERA PERA

The textbooks in the *Yoroshiku* series (by the National Japanese Curriculum Project, Australia: Curriculum Corporation, 1994), *Niko Niko, Moshi Moshi* and *Pera Pera* attempt to incorporate culture with language using various cultural events, familiar topics and visual materials such as cartoons and reproduced realia, and content-driven activities. More than two-thirds of each book is written for cultural information in English and Japanese. In the lower levels, a list of useful expressions is provided in Japanese and English followed by class activities. As the level of Japanese advances, narratives and short stories accompanied by English equivalents become a basis of activities.

The best aspect of the textbooks is that they include lots of songs, illustrations, and cultural information. The Teachers' Handbooks supply additional activities. These cultural and visual materials are useful to learn about Japan. The pedagogical guidelines in the beginning of the Teachers' Handbooks are also helpful for teachers to prepare their teaching plans and to evaluate students' performances.

There are several disadvantages when these textbooks are used for learning Japanese. First, although the textbooks emphasize cultural information and activities based on it, they fail to deal with language as a tool for daily communication and to provide exercises to acquire the language skills for it. Skill build-up drills and pre-activities to bridge mechanical drills with contextualized activities are insufficient. In addition, the textbooks do not provide feedback devices to check student progress.

Secondly, the Japanese used in the textbooks is not always authentic. Linguistic materials, so-called reproductions of realia, are often artificially simplified. Informal style and such expressions as fillers, interjections and hedges (which are both useful and important even in the beginning level) are rarely introduced. In other words, linguistic activities are used mainly to exchange information rather than to converse in real context. Consequently, most activities intentionally and unintentionally result in reading and writing practice.

Thirdly, due to the emphasis on culture, linguistic items are not always organized in such a way that students build up oral interactions based on linguistic knowledge. No explanations for grammar points or sentence patterns are provided. No sample interactions are given for students to practice and modify. As a result, students may memorize isolated expressions and may not be able to apply them in other situations.

Fourthly, the main parts of the books are written in a Japanese orthography that looks unnatural, although the books intend to promote linguistic and cultural authenticity. If no

exercises to utilize authentic orthography are implemented it is questionable whether or not students will be able to grasp a sense of authenticity throughout these textbooks.

If these books are to be used as language-focused textbooks integrated with cultural information, a teacher must be able to play a role which is missing in the books. The teacher must be able to modify linguistic materials into more natural and practical interactions. The teacher should also be able to create practical drills which build up linguistic skills and connect them with cultural and linguistic materials introduced in these textbooks. With this extra work by the teacher, students will be able to converse with Japanese people in a sociolinguistically proper way and learn about Japanese culture and their own.

Akiko Kakutani
Earlham College
Richmond, Indiana

NEW RESOURCES

📖 ***Nihongo Pera Pera***, by Susan Millington, Charles E. Tuttle Co., 1993. *Pera pera, tsuru tsuru, kotsu kotsu, nobi nobi* and four hundred other Japanese onomatopoeia are described. They are presented by topics such as work, weather, food, sumo, etc. with an index of all entries in the back. 96 pages, $6.95

📖 ***Kanji Power: A Workbook for Mastering Japanese Characters***, by John Millen, Charles E. Tuttle Co., 1993. Describes the first 240 characters of the most commonly used 881 kanji as designated by the Ministry of Education. Includes thirty quizzes and nine tests. 184 pages, $14.95.

Available from Charles E. Tuttle Company, P.O. Box 410, Rutland, VT 05702-0410. Tel 802/773-8930 or 800/526-2778 Fax 802/773-6993

💾 ***Black Belt*** is a new software game for learning kanji, katakana and hiragana. Based on the ancient Chinese tile-matching game of mahjongg, *Black Belt* is designed so that students of all ages, from elementary school to adult learners, can absorb vast quantities of kanji, katakana and hiragana while mastering the game and having fun.

For more information contact: Rising Wave, Inc., 1103 9th Avenue, Suite 255, Honolulu, HI 96816. Fax 808/733-2011.

Is My Face Red? Department
Faces of Japan Available For Reasonable Price

In our last issue we ran an article by Shu Huang and Carol Bond on using *Faces of Japan* video cassettes in the Japanese language classroom. We then provided information on how to order the videos from Japan for big bucks (at today's exchange rates). Obviously, I had not done my homework thoroughly enough. But thanks to one of our most faithful and alert readers, Linda Wojtan, we can now tell you how to order these videos for a mere $39.95 each. CTIR Publications offers all ten of the *Faces of Japan I* and *II* videos for $39.95 each, or $150 for each of the two sets of five 18 minute videos. For more information contact Elaine Van Wyke, CTIR Publications, University of Denver, Denver, CO 80208 Tel 303/871-2164 or 800/967-2847 Fax 303/871-2906.

Letter to the Editor

Dear Editor,

Thank you for giving us useful information through the JLTN Newsletter. I found something wrong in Vol. 9 No. 4. Will you make a correction? It is about JALEX which I participate in. There are some "Japanese university students interested in teaching Japanese as a foreign language." But, many of us are not university students. We do much more than university students would do. Your correction will help people understand the benefit from the JALEX program. Thank you.

Haruko Iwami
Elkhart Schools
Elkhart, IN

Summer of '95 Enrichment Opportunities
for Teachers and Students

The East Asian Summer Language Institute (EASLI) at Indiana University offers an opportunity for you to upgrade your Japanese language proficiency level in a 9-week living and learning program, June 9 - August 11, 1995. Five levels of Japanese are offered in a round-the-clock cultural immersion approach. The cost of participating in the Institute will be $3,500 for undergraduate residents of Indiana; $3,750 for all others. Fees include tuition, room and board, curricular materials, as well as expenses for special Institute resources and activities. A limited amount of fellowship support is available. Early application by March 20, 1995 is encouraged. For additional information and application please contact EASLI, Memorial Hall West 206, Indiana University, Bloomington, IN 47405, Tel 812/855-5246 e-mail easli@indian.edu.

Columbia University Summer Institute in Japanese Language Pedagogy will offer two intensive courses of study, one for teachers of the elementary level and one for teachers of intermediate and advanced Japanese. The Institute will again be headed by Professor Seiichi Makino, joined by Professors Mutsuko Endo Hudson and Wesley Jacobson. Tuition will be $2,276 plus a $10 materials fee. A limited number of fellowships are available and will be awarded based on both merit and need. Four graduate credits. June 1 - 28, 1995. For more information and application materials contact: Keiko Chevray, Institute in Japanese Language Pedagogy, 516 Kent Hall, Columbia University, New York, NY, 10027, Tel 212/854-5500 Fax 212/678-8629. Successful applicants will be notified of their admission by the end of April.

Teaching Japanese in High School, a six-week intensive training program on teaching Japanese in high school, will be held as part of the Summer Teacher Training Institute, July 9 - August 19, 1995. Under the academic direction of Eleanor Jorden, the program of 4-5 classroom hours/day includes: Lectures on Japanese language pedagogy, observation of demonstration classes taught throughout the course by master teachers and practical training through hands-on teaching. Extensive preparation is required on a daily basis. A language tutorial component is included for those participants who are non-native speakers of Japanese. A limited number of competitive scholarships providing for program costs and a generous weekly stipend are available as part of the grants received by Exchange: Japan from The United States-Japan Foundation and the National Endowment for the Humanities. Priority application deadline: April 4, 1995. For further information contact Exchange: Japan Penny Corbett, P.O. Box 1166, Ann Arbor, MI 48106, Tel 313/665-1820 Fax 313/665-5229

Language: Japan is a two-month intensive Japanese language study program with homestay at three locations in Gifu Prefecture (Gujo-Hachiman and Gujo-Shirotori) and Kyoto in cooperation with Ritsumeikan University, June 13 - August 6, 1995. Qualified applicants must be 18 or older at the beginning of the program and have learned the equivalent of one year of college Japanese. Priority application deadline: February 28, 1995. For further information contact Exchange: Japan, Penny Corbett, P.O. Box 1166, Ann Arbor, MI 48106, Tel 313/665-1820 Fax 313/665-5229

The Hokkaido International Foundation Intensive Japanese Language and Civilization, offers homestay and study programs for all levels of Japanese language proficiency, June 21- August 19 in Hakodate, Hokkaido. Proficiency-oriented instruction endeavors to help students improve their communicative skills in all aspects of Japanese. Courses are structured in coordination with the students' lives with their host families. In addition, there are two optional extensions to the language program: Hokkaido International Cultural Exchange, August 30-September 3, and Independent Field Work

and Study, September 4 - December 1. Contact Hokkaido International Foundation, Dr. Herbert Plutschow, 17133 Nanette Street, Granada Hills, CA 91344, Tel 818/368-8935 Fax 818/368-0803.

The Concordia Language Villages Teachers Seminar is designed to help teachers bring the Concordia Language Villages immersion philosophy into the classroom. Participants in the two-week seminar based at Bemidji (Minnesota) State University, will participate in language and cultural immersion activities during visits to the Language Villages; plan a thematic unit for one of their classes; devise plans to incorporate global awareness in the language classroom; develop a resource file of activities including language warm-ups, songs, dances, games and crafts that use immersion techniques; and earn three semester hours of graduate credit through Concordia College The seminar will be held July 16 - 27 and again July 30 - August 10. Each seminar is limited to 20 participants who are currently employed as world language teachers. Cost of $895 covers tuition, materials, room and board. Some scholarships are available. For more information, contact Concordia Language Villages, 901 8th Street South, Moorehead, MN 56562. Tel 218/299-4544 or 800/247-1044 (inside Minnesota) or 800/222-4750 (outside Minnesota) Fax 218/299-3807 e-mail clvoffice@village.cord.edu.

LEX America offers the chance to experience Japan through a two, four or six week homestay in Japan. LEX (The Institute for Language Experience, Experiment and Exchange) is a not-for-profit organization which works to promote multicultural understanding, and has been helping Americans go to Japan since 1981. LEX offers the homestay experience to people of all age groups. The summer program is a dynamic mix of adults, university students and teenagers. All teenagers are matched with a host sister or brother of approximately the same age. While the regular programs will run from mid-July to mid-August, 1995, LEX America also offers homestay programs to student groups. The cost for regular programs ranges from $2500 to $3000, including round-trip airfare from a West Coast gateway city, supplemental travel insurance, and all costs in Japan except for personal expenses and any local transportation costs. LEX welcomes inquiries from interested groups or individuals of any age. Application deadline for summer programs is May 1, but earlier submission is recommended. Contact Karin Christey, LEX America, 68 Leonard Street, Belmont, MA 02178, Tel 617/489-5800 Fax 617/489-5898

The Summer Intensive Japanese High School Course, a six week course for high school students, will be held July 12-August 18, 1995, in conjunction with Teaching Japanese in High School (see above). This is an intensive course with 4 hours of classes and language laboratory per day and about 1½ hours of homework per night. Emphasis is on spoken skills with reading and writing included. Group activities are offered including sports, movies and weekend trips. Dormitory housing available. For further information

contact: Exchange: Japan, P.O. Box 1166, Ann Arbor, MI 48106, Tel 313/665-1820 Fax 313/665-5229

Concordia Language Villages will once again welcome youth from all over the United States to its language-based cultural immersion experiences. Mori-no-Ike, the Japanese village in Dent, Minnesota, is preparing for villagers who will come to study Japanese language, calligraphy, history and culture. Students may come for the one- or two-week immersion session or the four-week credit session in which participants earn one year of high school language credit. For more information call 800/247-1044 (inside Minnesota), 800/222-4750 (outside Minnesota) or 218/299-4544 Fax 218/299-3807 e-mail clvoffice@village.cord.edu.

Youth for Understanding Summer Abroad offers a six-week homestay program from late June until early August, 1995. The program is for 15- to 18-year old students. Cost is $3,160. For more information on this and other YFU programs call 1-800-TEENAGE.

EMPLOYMENT OPPORTUNITIES

- Sudbrook Magnet Middle School (Baltimore, MD) announces a search for Japanese language teachers beginning August 1995. Sudbrook Magnet Middle School is a comprehensive middle school with magnet programs in computer applications, visual arts, performing arts, and Japanese language. Students have six 90 minute classes of intensive Japanese language instruction per week which emphasizes proficiency and authentic language. Sudbrook Magnet Middle School also participates in the JALEX program which provides each classroom with a native language assistant teacher. Salary is competitive and relocation assistance is offered. MD State Certification is not necessary upon hire but is preferred. Teachers must complete minimum certification requirements while employed. Tuition reimbursement, excellent benefits, other perks available. For more information phone 410/887-6720 or Fax 410/887-6737.

- The College Preparatory School, an independent high school in Oakland, California, seeks a part-time teacher of Japanese language and history/culture, starting in 1995-96, when the school will begin phasing in a four-year program in Japanese. The new teacher will offer at least one section of Japanese I in the Language department and an upper-division semester elective in Japanese history and culture in the History department. As the language program develops, the anticipated full-time position will consist of Japanese I - IV. Candidates should have some experience teaching the language to non-Asian language speakers and some post-graduate training. They should also be prepared for the special claims of an independent school and for the commitment required by a demanding and rewarding academic environment. All the instruction in our modern languages is done in the language itself, and engaging, innovative, resourceful teaching is expected.

Please send resumes to Murray Cohen, Assistant Head, The College Preparatory School, Oakland, 1600 Broadway, CA 94618.

EMPLOYMENT SOUGHT

↳ John Benedict seeks a full-time position incorporating the teaching of Japanese at the high school or junior college level. Mr. Benedict holds an Ed.M. in T.E.S.O.L. from Boston University and a B.A. in English from the University of Massachusetts. He has Massachusetts teaching certification in English and Spanish at the secondary level and has passed the highest level of the Japanese Language Proficiency Test. Mr. Benedict has been teaching English at Tokai University since 1986 and will return to the U.S. in March of 1995. Contact John Benedict, before March, 1995 at Furoraru & 1, 203 Kusanagi 216-2, Shimizu-shi, Shizuoka-ken 424, Japan, Tel and Fax 011-81-543-46-7849, or after March, 1995, at 107 Hunter's Ridge Road, Chapel Hill, NC 27514-9017, Tel 919/929-9179.

↳ Heather Raabe seeks a position utilizing her background in Japanese language and culture and strong organizational/interpersonal skills. She is particularly interested in education and cultural exchange. Ms. Raabe holds an M.A. in Japanese Language and Literature from the University of Wisconsin-Madison and a B.A. in Asian Studies from Colgate University in Hamilton, New York. She has experience in public relations work, English language teaching, television reporting, and translating in Japan, and has also worked as a Japan consultant and translator in the U.S. Contact Heather F. Raabe, 28 South Franklin Street, Madison, WI 53703, Tel 608/255-3029 Fax 608/255-6877.

ANNOUNCEMENTS

➢ John Carrol University is accepting applications for a program entitled, "Teaching Japanese in the Schools: A Certification Program." Beginning in the summer of 1995, fifteen foreign language teachers will begin an intensive study of Japanese, including a six week program in Japan in the summer of 1996. Designed to lead to second language certification for Ohio teachers, the goal of the program is to increase the number of school districts able to offer Japanese language at the pre-college level. The program is funded by the National Endowment for the Humanities. For further information, contact the project director: Susan Long, Coordinator, East Asian Studies, John Carrol University, University Hts., OH 44118, Tel 216/397-1685 Fax 216/397-4376 e-mail long@jcvaxa.jcu/edu.

➢ The School Partners Abroad program, administered by the Council on International Education Exchange, can enrich your school's foreign language and social studies curricula and provide new motivation and excitement to students and faculty alike. The

program links U.S. secondary schools with counterpart schools in Japan. The highlight of the program is an annual 3-4 week reciprocal exchange of 10-15 students and an accompanying teacher. Participants live with local families, attend regular classes and join in extracurricular and community activities. School Partners Abroad also includes partnerships in France, Germany, Spain, Russia, and Costa Rica. For further information and an application packet, please contact: School Partners Abroad, Council on International Educational Exchange, 205 East 42nd Street, 14th floor, New York, NY 10017, Tel 212/661-1414, exts. 1356 or 1180.

The Newsletter of the Japanese Language Teachers Network is published four times each year in December, February, May and October. Our publication year begins with the December issue, but new subscribers are welcome at any time. In addition, a list of Resources for Teachers of High School Japanese is published in March-April. The subscription fee is $20.00 for the five publications. For more information, or to subscribe, contact Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, IL 61801. Tel. 217/244-4808 Fax. 217/333/4064. e-mail: bshenk@uni.uiuc.edu

The Newsletter of the Japanese Language Teachers Network is a publication of the Center for Improvement of Teaching of Japanese Language and Culture in High School at the University of Illinois at Urbana-Champaign. The newsletter and other current projects of the Center are supported in part by the United States-Japan Foundation.

Editor: Barbara Shenk

Contributors: Carol Bond
Mamiko Ihara
Akiko Kakutani
Chris Thompson

Typing and Circulation: Judith Lateer

日本語教師ネットワーク

NEWSLETTER OF THE
JAPANESE LANGUAGE TEACHERS NETWORK

VOL. 10 NO. 2 FEBRUARY 1995

MESSAGES TO THE CHILDREN OF KOBE

As the startling images of the massive earthquake in Kobe appeared on our television screens, suddenly Japan's geography and unique geological features became topics of conversation in our daily lives--and no doubt in our classrooms. We talked about the destruction of this beautiful city, and we were sad for the people of Kobe. In Japanese classes here in the United States, teachers took time from their planned classroom activities to talk in Japanese about what had happened in Kobe. Students learned how to say "earthquake" and how to tally the growing number of casualties. Words that were probably not in this week's textbook chapter had suddenly become relevant and important words for young people learning to communicate in Japanese. Here at University High School, the effects of the earthquake were felt at a very personal level, because Kobe is the hometown of Mamiko Ihara, Japanese teacher and CITJ staff member.

A few days after the earthquake, we received an e-mail message from Richard M. Pavonarius, Coordinator of Global Commons. Richard is based in Tokyo and is associated with the Kidlink electronic network. He gave us an e-mail address that could be used to send goodwill messages to the children of Kobe and also suggested that letters and drawings could be mailed to him. He volunteered to post them in Kobe refugee centers.

Mamiko and her colleague Shu Huang decided to create a simple letter writing unit for their classes that would give their students a chance to use the Japanese they knew, plus some new vocabulary (expressions of encouragement, sympathy, hope, etc.) to communicate their feelings of friendship and concern to the children of Kobe. They taught their students relevant expressions; prepared sample letters for reading comprehension and to serve as models; reviewed essential structures and vocabulary; showed pictures of Kobe as it was before the earthquake; showed a video of a CNN special about the quake; and set aside class time for letter writing. Drafts were written, corrected and recopied. The Japanese I class wrote partly in English and partly in Japanese. Some students added drawings and illustrations. In spare moments, they folded origami cranes to send along with the letters. A reporter from the local newspaper arrived just in time to take pictures and interview the students before they packed up their messages. A very nice article appeared in the next day's paper.

The whole unit was simple to organize and took only about a week to complete, but the experience will long remain in the memories of our students and the children of Kobe who receive their messages.

Letters and drawings for the children of Kobe may be mailed: ATTN: Kobe, APICNET Secretariat, c/o Global Commons, Yamazaki Bldg. 3F, 2-10-18 Okubo, Shinjuku-ku, Tokyo, 169, JAPAN. E-mail messages for the children may be sent to Kobe@APIC.OR.JP.

Carol Bond
Director, CITJ

Multi-Level Classroom Strategies

A fact of life for many Japanese language teachers is the multi-level class. Some of us are teaching as many as four levels in one classroom. And this does not consider at all the multi-abilities found within each level. Sometimes a multi-level Japanese class is necessary because there is no other certified teacher of Japanese in the district. In most of our schools, Japanese is one of the newer foreign language offerings in the curriculum. Until our numbers of students warrant individual classes for each level, multi-level classrooms will be a fact of life.

It is a waste of precious time and energy to protest the situation. Our best tactic is to share ideas for managing and teaching in the multi-level classroom. There is no "they" out there who will tell us how to do it. Teachers working "in the trenches" are the experts. Much is to be gained by sharing ideas with one another and with our colleagues in other foreign languages as well. French and Spanish teachers have been combining levels four and five for years. German teachers often work with levels three, four and five together. Our colleagues who teach Latin frequently face the same issues we do in Japanese.

The following strategies and suggestions were contributed by participants in the JALEX Fall Workshop, October 14 and 15, 1994, in Chicago, Illinois.

Arrange the Physical Layout

- ☑ Ask for a larger room in order to accommodate several groups. Use your best teacher/diplomat strategies for requests! (Sometimes administrators do not understand the difficulties of multi-group instruction.)

- ☑ Divide the physical layout of the classroom into different areas.

- ☑ Post a weekly calendar so that the students know exactly what's going on. (Eliminates the proverbial questions: "What are we going to do today?" or "Did we do anything yesterday?")

Encourage Student Responsibility

- ☑ Inform students of their responsibilities in a multi-level classroom. They will be expected to participate in group and individual activities and keep track of their schedule.

- ☑ Inform students of the goals and objectives for each unit/each level. Encourage students to take charge of their own education. "How do we know if we've arrived if we don't know where we're going?"

- ☑ Arrange for upper level students to tutor lower level students before school, during lunch, or after school.

ENLIST THE HELP OF AN ASSISTANT

- ☑ In some communities there may be parents or volunteers who would like to help in the classroom. Apply for teaching assistant programs such as JALEX.

- ☑ Separate the students into groups within the class. Teacher and assistant can work with separate levels.

- ☑ Offer to train student teachers from an area college/university who are Japanese majors. They can provide another source of instruction for class.

- ☑ Offer to accept teacher training candidates from an area college/university. Most education programs require a teacher aide or parateaching component. These teacher trainees can be useful for non-language tasks in the classroom (i.e., record keeping, filing, copying).

- ☑ Invite Japanese exchange students in the school to serve as a classroom resource.

FIND WAYS TO BRING THE WHOLE GROUP TOGETHER

- ☑ Begin class with conversation warm-up with all levels together. Conversation requirements will be more sophisticated for the upper levels.

- ☑ Culture instruction can be done together.

- ☑ General projects can be done together by the entire group. Individual criteria and grammar requirements will differ for each level. For example, everyone prepares a self-introduction. Vocabulary and pattern complexity differ.

- ☑ Use heterogeneous groups occasionally. Upper level students can act as tutors, reinforcing their own skills by teaching someone else. This arrangement provides modeling for the lower level students who get one-on-one attention. Both groups gain socialization skills.

MAKE GOOD USE OF TECHNOLOGY

- ☑ Use headphones for listening to tapes from different sources. Use language lab if available. (One teacher we know of taught AP French, German and Spanish students in the same classroom using this method!)

- ☑ If no audio lab is available, purchase several inexpensive Walkman-type cassette players and differentiate student programs. Most school districts have small grants available for innovative classroom ideas such as this.

- ☑ Use computers, VCR's, and laser disks for instruction. One group can be working with technology while the other group is working with teacher. Check state and local grant sources for purchasing. class computers.

SCHEDULE THE CLASS FOR MULTI-LEVELS

- ☑ Switch between written assignments for one group and oral work or lecture/grammar explanation for another.

- ☑ Alternate between A and B week. For example, during A week, Japanese II learns *new* material on Monday, Wednesday, Friday; and Japanese III on Tuesday and Thursday. Each level has independent work on their "day off." Week B switches the days for new instruction.

- ☑ Rotate books and curriculum. For example, plan to have 3rd and 4th year study the same material. At the end of a two-year cycle, both groups will have reached major instructional goals. (French and Spanish teachers have successfully used this approach for level four/five classes for years.)

USE ALL PROPS, MATERIALS, AND ACTIVITIES FOR DOUBLE DUTY

- ☑ Keep themes and materials/props the same, but vary the activities and tests for each level. For example, use the same seasonal pictures. (Teachers who teach more than one language have done this for years.)

- ☑ Do skits and pair work with homogeneous groups. Props and prompts/pictures can be the same. Results will vary according to level.

- ☑ For a writing project, upper level can create a story; lower level reads and illustrates the story. Then, send the material to an elementary school. (This is also a great recruitment tool.)

Multi-level classrooms are by no means the ideal situation. How many math teachers would be thrilled with geometry, algebra and trig students in the same class? However, teachers all across the country are proving that it can successfully be done. With careful planning and a willingness to try new strategies, our students are learning.

There are even some definite advantages to multi-level classes! They allow us to move students more easily from group to group according to their individual abilities without any schedule hassles. The gifted Level Two student can be easily moved to Level Three for optimum challenge; the slower Level Three student can work with Level Two and achieve success. The levels become more fluid. It is actually easier to individualize instruction in a multi-level class.

If you have any tried-and-true ideas or a novel approach to share on multi-level classrooms, please send them to the Newsletter or to me (Carrol Lund, Kickapoo High School, 3710 S. Jefferson, Springfield, MO 65804). The more we share with others in the same situation, the better we all become at our craft.

Carrol J. Lund
Kickapoo High School
Springfield, MO

Oral Activities for the High School Japanese Language Classroom

Anyone who has taught high school realizes the importance of including a variety of activities in the classroom. Many high school students are not willing to do long sequences of teacher-led drill sessions. They enjoy having frequent chances for student-to-student interaction, which gives them a chance to use the language without having to fear making mistakes in front of the entire class. Moreover, if we as teachers are indeed striving to improve our students' ability to use the language for communication, we must provide opportunities for information to be exchanged in the classroom.

The activities I presented at ACTFL '94 are my adaptations and variations on ideas I have picked up at workshops, in coursework, and in the literature. These oral activities are student-centered, involving pairs, small groups, or the milling of students around an entire class. The activities are highly structured, as is necessary at the early levels of learning; but they also involve simple communicative interchange.

It is important to provide lots of time for speaking practice in class. Students can do much of their writing practice outside of class, but in general their speaking opportunities are limited to the classroom. Students must realize that their teacher places great importance on the oral language. Although it may be impossible to have frequent speaking tests in large classes, many quizzes and tests should still involve listening. Moreover, oral participation in class should compose a major part of each student's grade, and students should be made aware of this fact.

Activities such as these should be integrated into the overall lessons, not just introduced haphazardly. In many cases, careful preparation for the activity will be needed to make sure that the students will have the language ability to carry out the tasks in their small groups. Once the activities have been set up, the teacher is free to stand back, circulate, and help out--or in the case of the milling activities at the back of the packet, take part as one of the participants.

Cliff Darnall
Elk Grove High School
Elk Grove Village, IL

Ed. Note: Because of a shortage of space, we print only two of Cliff's activities here. The complete ten page packet is available free of charge to JLTN subscribers. Please use the order form on the insert to this Newsletter.

BATTLESHIP: い- and な-Type Adjectives

Cliff Darnall, Elk Grove H.S. (IL) copyright 1994 Illustrated by Ayano Tamura **ACTFL '94**

(Source of Battleship idea: Teachers' Manual to Japanese Now, Vol. 1, by E. Sato et. al. U. of Hawaii Press)

DIRECTIONS: First choose eight squares below for which you will say that the left-hand adjective applies to the noun, and mark those eight squares on your paper. Do not let your opponent see which ones you marked. Do ジャンケンポン to decide who goes first. If you ask your partner a question and he/she answers affirmatively ("yes"), you get a point and get to ask again. If he answers in the negative, you lose your turn. (If the partner does not complete the negative answer, your turn continues.)

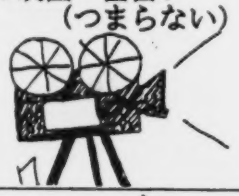
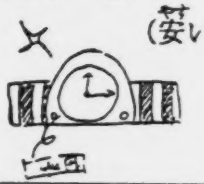
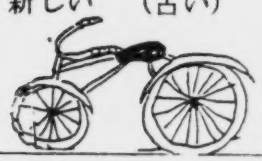
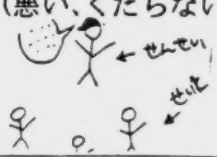
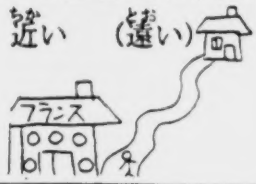
Roleplay adult acquaintances for the first part of the game. The teacher will have you switch to informal style later. Be sure to include the necessary particles when you speak. Use the patterns below:

Sample with い-type Adjective: その車　高い　(安い)。

->Question:	その車は高いですか。	その車（は）、高い？
-> If yes:	ええ、高いです（よ）。	うん、高い（よ）。
-> If no:	いいえ、高くないです（よ）。安いです。	ううん、高くない（よ）。安い。

Sample with な-type Adjective: 真理さんの部屋　静か　(うるさい)

->Qu.:	真理さんの部屋は静かですか。	真理さんの部屋（は）、静か？
->If Y:	ええ、静かです（よ）。	うん、静か（だ）（よ）。
->If N:	いいえ、静かじゃないです(よ)。うるさいです。	ううん、静かじゃない(よ)。うるさい。

あの丘　高い　(低い)	あの映画　面白い　(つまらない) 	鈴木さんの学校　大きい　(小さい)	その時計　高い　(安い) 
そのかばん　軽い　(重い)	そのココア　熱い　(ぬるい)	プールの水　温かい　(冷たい)	あの湖　きれい　(汚い)
あの公園　静か　(うるさい)	あの店　便利　(不便)	その宿題　長い　(短い)	そのゲーム　難しい　(やさしい)
田中さんの自転車　新しい　(古い) 	先生の冗談　いい　(悪い、くだらない) 	そのケーキ　おいしい　(まずい)	フランス料理のレストラン　近い　(遠い) 

"Who's The Person Who's...An Information Gap Activity **Card A**

Presented at ACTFL '94 名前：_____

Cliff Darnall, Elk Grove High School (IL), copyright 1994
Illustrations by Tasuku Iizuka, Takako Takayanagi, Ayano Tamura and Shinobu Itoh

You know who half of the people in the pictures are. Your partner knows who the other is. Use Japanese to find out who the people you don't know are. Roleplay adult acquaintances for the first 4 people on each side, high school students for the others.

Formal-level interaction:
S1:すみません、～ている人は誰(だれ)ですか。S2: _さんです（よ）。

Informal-level interaction:
S1: あのう／ね、～ている人は誰(だれ)？ S2: _さん（だ）（よ）。

"Who's The Person Who's...An Information Gap Activity **Card B**

Presented at ACTFL '94 名前：_____

Cliff Darnall, Elk Grove High School (IL), copyright 1994
Illustrations by Tasuku Iizuka, Takako Takayanagi, Ayano Tamura and Shinobu Itoh

You know who half of the people in the pictures are. Your partner knows who the other is. Use Japanese to find out who the people you don't know are. Roleplay adult acquaintances for the first 4 people on each side, high school students for the others.

Formal-level interaction:
S1:すみません、～ている人は誰(だれ)ですか。S2: _さんです（よ）。

Informal-level interaction:
S1: あのう／ね、～ている人は誰(だれ)？ S2: _さん（だ）（よ）。

TEACHER TO TEACHER

VIEWS FROM TOWA

SKIING IN IWATE

Whether they live in the mountains, near the seashore or in a city, most kids get excited about the prospect of going skiing. During these winter months, why not let them plan a ski trip in Japan? What follows is a four part unit related to skiing, designed for non-beginners.

The premise is that the student is currently staying with a host family in Towa-cho, in Iwate-ken. Sometime soon, he/she wants to go skiing with a friend. The student must look at ski resort brochures in order to decide which mountain is for them. Since they are going with a friend, they must consider their friend's opinions. Ultimately, they will choose a resort to visit. Deciding where to ski in Iwate requires the correct use and comprehension of the grammar and vocabulary necessary for skiing anywhere in Japan.

1. Begin this unit by using the Ski Trip Pre-Activities packet to review (or learn for the first time) the vocabulary and grammar points students will need to know to prepare for their ski trip. These simple speaking and writing activities will help with the review process. [*Ed Note: See Newsletter insert to order your free packet.*]

2. When students feel comfortable with the grammar points and vocabulary, they are ready to begin their pre-trip research. Students must research both the Hachimantai Ski Resort and the Namari Onsen Ski Resort.. Worksheets 1 and 2 set the context for the ski trip and ask questions that draw students into the Japanese world of skiing. The worksheet questions ask for details such as the cost of renting skis, which slopes the student can ski given his/her ability level, and which ski pass would be the most economical and appropriate. Questions occasionally ask for students to justify their answers.

   The worksheets can be completed in class individually or in pairs, or given as homework. Students can be asked to develop their own questions, as well, using the worksheets as models. The worksheets can also be used as the core of a short skit or mini dialogue. Ski trip planning can end here, or continue with Worksheets 3 and 4.

3. Worksheets 3 and 4 ask the students to decide which ski resort they will choose, and why. In Worksheet 3, answers are solicited in *masu/desu* form; Worksheet 4 uses the more natural informal and colloquial forms. Both worksheets can be used as written assignments, or can be brought to life as a speaking/listening activity as well. Students can work in pairs, using the questions as the basis for a simple conversation; or, the worksheet can serve as a sample for creating their own conversation in which they choose a resort.

This unit was designed to provide the most flexibility possible. Teachers can use the activities in whole or in part, fitting them into their curriculum in the most appropriate way. For example, teachers can give a group of students both ski resort brochures and worksheet 3, and have them decide on answers together in written or oral form.

Let me know which slope your students decide to ski!

Chris Thompson
Towa-cho, Iwate-ken
JAPAN

冬はスキー　冬はスキー　冬はスキー　冬はスキー

日本語4
ユニ・ハイ日本語

名前：
日付：
文脈：
あなたは、今、岩手県の東和町でホームスティをしています。友達とスキーをしに行きたいと思っています。八幡平リゾートスキー場は東和町から車で２時間です。八幡平リゾートスキー場のパンフレットを読んで、質問に答えなさい。

1）あなたと友達は中級スキーヤーです。初級スキーヤーと滑(すべ)りたくありません。
上級コースはこわいです。八幡平リゾートスキー場ではどのコースで滑れますか。

2）スキーは借(か)りますが、午前９時から午後４時まで滑(すべ)りたいと思っています。
セットで借りたいのですが、１日、半日、ナイターとロングDAYのどれが
一番いいでしょう。どうしてですか。

3）日帰りでスキーをしますが、リフト券はどれが一番安いですか。

4）スキーはどこで借りますか。

5）昼食は日本食が食べたいと思っていますが、八幡平リゾートスキー場には日本食
レストランはありますか。どこにありますか。

6）あなたはスノーボードができませんが、上手なスノーボーダーを見たいと思って
います。八幡平リゾートでスノーボーダーを見ることができますか。
どうしてわかりますか。

7）スノーボードのイベントはありますか。どうしてわかりますか。

8）八幡平リゾートスキー場ではクロスカントリーはできますか。
どうしてわかりますか。

冬はスキー　冬はスキー　冬はスキー　冬はスキー

日本語4

ユニ・ハイ日本語

名前：

日付：

文脈：

あなたは、今、岩手県の東和町でホームスティをしています。友達とスキーをしに行きたいと思っています。鉛温泉スキー場は東和町から車で４５分です。鉛温泉スキー場のパンフレットを読んで、質問に答えなさい。

1）あなたと友達は中級スキーヤーです。初級スキーヤーと滑りたくありません。
鉛温泉スキー場ではどのコースで滑れますか。

2）スキーは借りますが、スキー、ブーツとスキーポールはいくらですか。

3）日帰りでスキーをしますが、リフト券は１日いくらですか。
リフトは何時から何時まで使えますか。ナイターには使えますか。

4）スキーはどこで借りますか。

5）昼食は日本食が食べたいと思っていますが、鉛温泉スキー場には日本食レストランはありますか。

6）あなたはスノーボードができませんが、スノーボードが上手な人が見たいと思っています。スノーボードは鉛温泉スキー場で使えますか。どうしてわかりますか。

7）スノーボードのイベントはありますか。どうしてわかりますか。

8）鉛温泉スキー場の駐車場はいくらですか。

JLTN Newsletter

Instructional Packets

February, 1995, Vol. 10, No. 2

☺ FREE TO JLTN SUBSCRIBERS BEFORE MARCH 15, 1995

Please send me:

❑ **Oral Activities for the High School Japanese Classroom**

a 10-page packet written and presented at ACTFL '94 by Cliff Darnall.

	Price/unit Before 3/15	Price/unit After 3/15		# of copies		Total
JLTN Subscribers	*free*	*$3.00*	x	_____	=	_____
Non-Subscribers	*$3.00*	*$3.00*	x	_____	=	_____

❑ **"Skiing in Iwate" Pre-Activities Packet** by Chris Thompson

Five pages of speaking and writing activities to prepare for the "Skiing in Iwate" unit which appears on page 8 of the JLTN Newsletter (February, 1995).

	Price/unit Before 3/15	Price/unit After 3/15		# of copies		Total
JLTN Subscribers	*free*	*$3.00*	x	_____	=	_____
Non-Subscribers	*$3.00*	*$3.00*	x	_____	=	_____

Total Amount Enclosed = _____

Ship materials to:

Name: _____

Address: _____

City: _____ State ____ Zip Code _____

Return this form to Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, IL 61801. Please make checks payable to the UNIVERSITY OF ILLINOIS.

WHAT'S GOOD? WHAT'S NEW?

Each spring we send our subscribers an updated list of Resources for Teachers of High School Japanese. This is a listing of materials recommended by Japanese language teachers which, of course, means you! Please fill out the forms below with information on material you would like to recommend to other teachers. Information on new materials is particularly welcome. If you have more than two items to recommend, use additional paper or copy this form. Please return this by March 15, 1995, to Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, IL 61801. Thank you for your help!

Title: _____

Author/publisher _____

Date of Publication _____ Number of Pages _____ Price: _____

Description/Comments: _____

_____

_____

Supplementary or related materials, if any: _____

_____

Available from: _____

* * * * * * * * * * * * *

Title: _____

Author/publisher _____

Date of Publication _____ Number of Pages _____ Price: _____

Description/Comments: _____

_____

_____

Supplementary or related materials, if any: _____

_____

Available from: _____

* * * * * * * * * * * * *

Your Name: _____

School or Organization: _____

冬はスキー　冬はスキー　冬はスキー　冬はスキー

日本語4

ユニ・ハイ日本語

名前：

日付：

文脈：スキー場のリサーチで何がわかりましたか。次の質問に答えなさい。

1）いつ、どのスキー場へ行きたいですか。

2）どうして、そこへ行きますか。

3）スキー、ブーツと、スノーボードのレンタルはいくらですか。

4）リフト券はいくらですか。

5）リフトは何時から何時までですか。

6）和食レストランはありますか。

7）スノーボーダーはいますか。

8）駐車場はいくらですか。

9）スキー場まで車で何分ですか。

冬はスキー　冬はスキー　冬はスキー　冬はスキー

冬はスキー　冬はスキー　冬はスキー　冬はスキー

日本語4

ユニ・ハイ日本語

名前：

日付：

文脈：あなたは友達にリサーチの報告をします。友達の質問に答えなさい。

1）いつ、どっちに行く？

2）どうして、そっちがいいと思う？

3）レンタルはいくら？スキー・ウェアーも借りれる？

4）リフト券、いくら？何時から何時まで滑れるの？

5）お昼、どこで食べる？和食レストラン、ある？

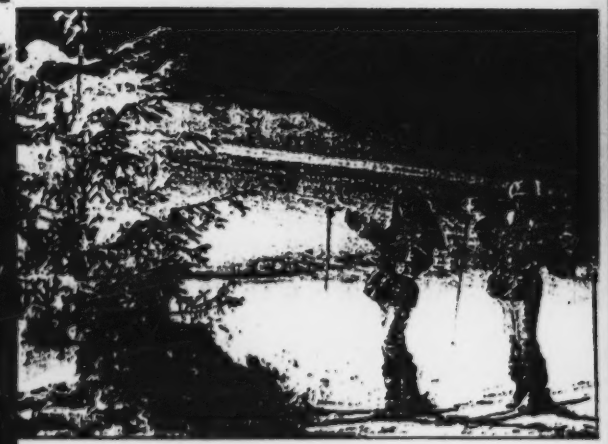
6）スノーボードできる？クロスカントリーは？

7）じゃ、行こうか。

冬はスキー　冬はスキー　冬はスキー　冬はスキー

八幡平リゾートスキー場

ゲレンデ
Gelände



■岩手山／標高2,038m
■ゲレンデ標高／最上部1,000m
最下部 540m
標高差 460m

■最長滑走距離
①2,700m【パノラマコース】
②2,700m【コニーデコース→ゴールデンコース→カラマツコース】

■コース・ゲレンデ難易度比率
上級者 10% 中級者 40% 初級者 50%

■斜面の方向／北斜面(全コース)

■リフト(●印は、ナイター運転リフト)

リフト名	ナイター	コース名	長さ(m)	所要時間(分)
第1ペアリフトA	●	ゴールデンコース	1,200	9
第1ペアリフトB	●	ゴールデンコース	1,250	9
第1ペアリフトC	×	パノラマコース	850	9
第1ペアリフトD	×	ファミリーグレンデ	420	4
第2ペアリフトA	●	カラマツコース	1,200	9
第2シングルリフトB	●	コニーデコース	700	6
第2ペアリフトC	×	モミヤマコース	920	9
第3ペアリフトC	×	パノラマコース	1,200	9

■コースの特徴

コース名	ナイター	滑走距離	最大斜度	クラス
パノラマコース	×	2,700	20	中・上
モミヤマコース	×	800	20	初・中
コニーデコース	一部	2,600	18	初・中
ゴールデンコース	●	2,000	18	初・中
カラマツコース	●	1,800	18	初・中
アスピーテコース	×	800	18	中
ファミリーグレンデ	×	450	20	初

■ハーフパイプ

コース名	ナイター	距離	斜度	幅	高さ	使用料
ハーフパイプA	●	100m	18度	20	3.0m	有料
ハーフパイプB	×	90m	13度	15	2.5m	無料

BEST COPY AVAILABLE

八幡平リゾートスキー場

料金 Price

■リフト料金('95シーズン)

券種	料金	料金(こども・シルバー)	利用時間
1回券	300円	—	8:30~22:00
11回券	3,000円	—	8:30~18:00
1日券	3,000円	2,500円(対象:1歳以上)	8:30~16:00
午後&ナイター券	3,500円	3,000円(対象:1歳以上)	13:00~22:00
ナイター券	2,500円	2,000円(対象:1歳以上)	16:00~22:00
ナイター&午前券	3,500円	3,000円(対象:1歳以上)	16:00~22:00・8:30~13:00
幼児券(4~6歳)	500円		8:30~22:00
シーズン券(大人・子供)	45,000円・35,000円	65シーズン(営業期間中)有効 ※ナイター含む	
シーズン券(ボード)	50,000円	※ボード券についてはハーフパイプ可	

■ハーフパイプ料金表(ハーフパイプA)

券種	料金	利用時間
1日券	1,500円	8:30~16:00
ナイター券	1,500円	16:00~21:30

※降雪き場日は、コース整備のため(ハーフパイプA)は利用できません。又、イベント・降雪状況により使用できない場合もあります。
※木曜日に利用されたい方は、(ハーフパイプB)をご利用下さい。(料金無料)

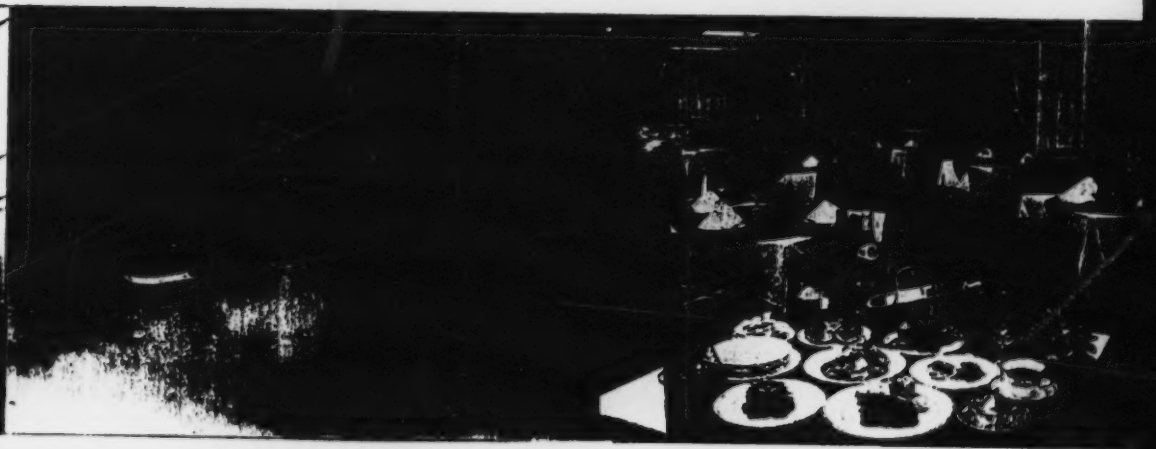
■レンタル料金

①スキー・クロスカントリー		1日 8:30~18:00	半日 8:00~12:00 12:00~16:00	ナイター 16:00~21:45	ロングDAY 8:00~21:45
セット料金	大人	3,500	3,000	3,500	5,000
	小人	2,500	2,000	2,500	4,000
スキー板	大人	2,000		2,000	3,000
	小人	1,500		1,500	2,000
スキー靴	大人	1,500		1,500	2,000
	小人	1,300		1,300	1,800
ストック	大人	1,000		1,000	1,400
	小人	700		700	1,100

②スキーウェアー	1日	半日	ナイター
ウェアー(一式)	4,500	4,500	4,500
ウェアー(ほとり)	2,000	2,000	2,000
その他単品	500	500	500

③スノーボード	1日	半日	ナイター
セット(ハードブーツ)料金(ソフトブーツ)	6,500 / 5,000	6,500 / 5,000	6,500 / 5,000
スノーボード	4,000	4,000	4,000
ブーツ(ソフト)	1,500	1,500	1,500

スポーツイベント Sports Event



'94~'95 スポーツイベントスケジュール

行事名	開催日	内容
「第5回JR カップ デュアルレース」 13:00~16:00	1/7(土) スノーボード 2/4(土) アルペン	総勢200名のビッグイベント。両選手の滑り引き分割の後、華麗なバトルに会場もエキサイト。
「'95フェザンカップ・スノーボード選手権」	1/20(金) ~ 23(月)	賞金総額、賞約600名のフェザンカップ。ハーフパイプ・パラレルスラロームの3種目開催。今年は第5回の記念大会。また、ハーフパイプのプロ戦も実施。プロの妙技にギャラリーの目も釘づけ。
「第5回 Skier Cup 八幡平リゾート大会」	3/4(土) 3/5(日)	賞金、賞品付の大会は八幡平リゾートスキー場だけ。種目はペアデュアル、ナイタースラローム、ハーフ男女、ペアデュアルは参加者全員+1名様のチャンスあり。他に参加の方も楽しめるナイタースラローム、スーパー大回転で思いっきりアタック。
「ボーダークロス・SMX チャンピオンシップ」	3/12(日)	ボーダークロスとは、スラロームとハーフパイプをミックスした雪上モトクロス。今シーズン注目度No.1のウィンタースポーツ。全国で初のボーダークロス専用コース完成。

●スキースクール

○SIA公認 基手スキースクール
○SAJ認定 八幡平リゾートスキー学校

○レッスン料金

	一般レッスン	個人レッスン	開催時間
①1日(4時間)	4,000円	10,000円	①② 10:00~12:00
②半日(2時間)	2,500円	10,000円	①② 13:00~15:00
(1時間)	—	6,000円	
③ナイター(1.5h)	3,500円	—	18:00~20:30

注) ③ナイターレッスンについては、予約が必要。
SIA公認 基手スキースクールのみ

●スノーボードスクール

○JSBA・AJSSS公認
八幡平リゾートスノーボードスクール
※休村日 毎週木曜日

○レッスン料金

	一般レッスン	個人レッスン	開催時間
①1日(4時間)	8,500円	19,000円	①②③共 10:00~17:00 14:00~16:00 19:00~20:30
②半日(2時間)	4,500円	11,000円	
③ナイター(1.5h)	5,000円	18,000円	

受付時間 9:45~10:00 13:45~14:00 18:45~19:00
※ボールレッスン・ハーフパイプレッスン・ナイターレッスンは、予約が必要です。

レストラン Restaurant

こぶし

●メインダイニング
「こぶし」
フランス料理がおすすめ。二人の思い出に最高です。

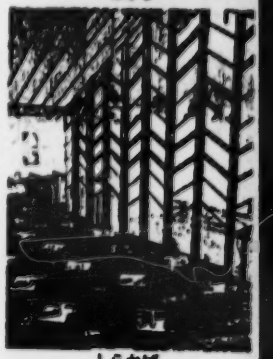
●カフェテリア
「しらかば」
朝食と昼食のバイキングが楽しめます。

●カレーの専門店
「ユニーデ」
気軽にカレーの味が楽しめます。

●和食堂
「りんどう」・「しゃくなげ」
郷土料理が楽しめます。

●ファミリーレストラン
「せきれい」

こぶし



しらかば

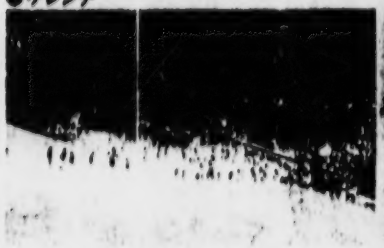
セットメニュー 各800円
(A)牛丼セット
玉子スープ・お新香・たこ焼き・御菓子
(B)季の子竹セット
お新香・ご飯・御菓子
(C)御堂うどんセット
お新香・オニギリ(2個)・プチケーキ
(D)ジュニアセット
特製ピッツア・ジャンボタコ焼き・ヨーグルト
(E)ボーダーセット
親子丼・キツネうどん・お新香

麺類 各800円
(A)リゾート麺(チャーシュー)
チャーシュー100g入りボリュームたっぷり。
(B)リゾート特製ラーメン
お好みで自由にのしあがれるトッピングシステム。モヤシ・ワカメ・コーン・バター

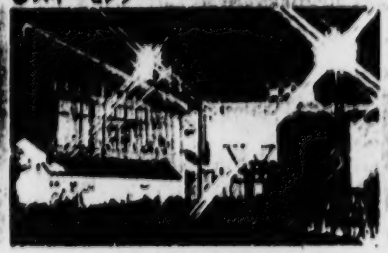
BEST COPY AVAILABLE

鉛温泉スキー場

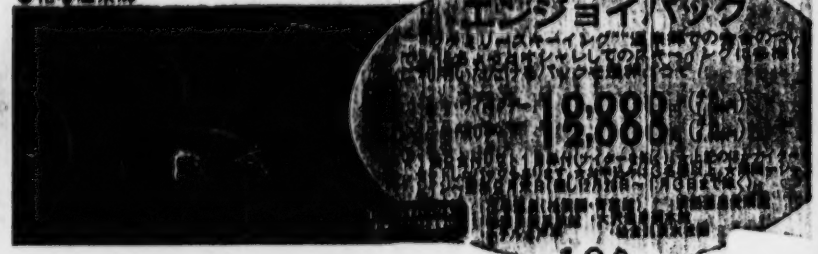
●ゲレンデ



●スキーセンター



●花巻温泉郷



スキー&温泉
エンジョイパック

BEST COPY AVAILABLE

鉛温泉スキー場

鉛だけの3つの特性

リフト運転稼働率 99.9%

冬の厳しい気象条件下でも比較的風は弱くリフトはほとんど運休することはありません。寒さもそれほどではありません。だからナイターがスゴーク楽しいのです。

ナイターコース総延長3.7km 3本

上級・中級・初級用それぞれ趣の違う3本のコースがセパレートされ、余裕のナイターがお楽しみいただけます。

女性に優しい交通条件

東北自動車道、花巻南I・Cから15km。所要時間20分。チェーンレス平地感覚でラクラクアクセス。だから女性に優しいのです。JR花巻駅前・バス35分・・鉛温泉スキー場間20往復（6:10～19:15まで運転）。バス停とリフト乗場が目と鼻の先。

ゲレンデ・コース・データー

A第1ゲレンデ(☆ナイターゲレンデ)
- 滑走距離 600m
- 第1ペアリフト 361m
- スキー技能程度 初心・初級
- 平均斜度 9°（最急16°）

B第2ゲレンデ(☆一部ナイターゲレンデ)
- 滑走距離 800m
- 第2ペアリフト 591m
- スキー技能程度 中級・上級
- 平均斜度 14°（最急27°）

Cチャンピオンコース(☆ナイターコース)
- 滑走距離 1.1km
- 第3ペアリフト 675m
- スキー技能程度 中級・上級
- 平均斜度 21°（最急32°）

Dサターンコース(☆ナイターコース)
- 滑走距離 2km
- 第3ペアリフト 675m
- スキー技能程度 中級・上級
- 平均斜度 16°（最急27°）

Eボランの広場
- トレーニングゾーン
- 滑走距離 120m
- スキー技能程度 初心・初級
- 平均斜度 6°（最急11°）

鉛スキーセンター

1F
- レンタルスキー&ウェアショップ
- 更衣室
- 多目的ホール
- 乾燥室
- コインロッカー
- スキークローク
- リフト券総合発売所
- インフォメーション
- パトロール本部

2F レストラン銀河ステーション（300席）
明るく、きれい、そしておしゃれな空間が食事のひとときを、コーヒーブレイクを、すてきなあなたへ提供いたします。

救急施設

- パトロール本部（鉛スキーセンター内）
- 岩手労災病院（志戸平温泉地内、スキー場から5km）

リフト(営業時間&料金)

●営業時間

	リフト	平日	土・日・祝
デイタイム	第1ペアリフト	9:00～16:30	9:00～16:30
	第2ペアリフト	9:00～16:00	9:00～16:30
	第3ペアリフト	9:00～16:00	9:00～16:30
ナイタータイム	第1ペアリフト	17:00～21:00	17:00～21:00
	第2ペアリフト	――	――
	第3ペアリフト	17:00～20:50	17:00～20:50

※雪質状況により営業時間が変更になるときがあります。

●料金(消費税込み)

券種	料金(円)	摘要
1回券	250	
12回券	2,500	
午前券	1,500	9:00～13:00
午後券	2,000	11:30～16:30
1日券	3,000	ナイターには使用できません。
午後&ナイター券	3,000	11:30～16:30 17:00～21:00 但し第3リフトは20:50
ナイター券	1,700	17:00～21:00 但し第3リフトは20:50
シーズン券	35,000	当期シーズン中 日中及びナイターに使用

レンタルスキー&ウェア

トップブランド品をオリジナルで
豊富に取り揃え！

●セット料金(スキー・ブーツ・ポール)

大人	3,500円
子供	3,000円

※大人用のスキーサイズは160cm以上と致します。

●スキー用品料金 (単位/円)

種別	スキー	ブーツ	スキーポール
大人	2,000	1,500	500
子供	1,500	1,500	500

●ウェア他料金 (単位/円)

種別	ウェア(上・下)	グローブ	ニットキャップ	ゴーグル
大人	3,000	500	500	500

※子供が利用の場合同料金・但しサイズは大人のみ

●団体料金(30名以上予約制) (単位/円)

種別	スキーセット	ウェア(上・下)	小物セット
大人	3,000	2,200	1,000
子供	2,700		

※年末年始(12/30～1/3)土・日・祝日を除く。

スキースクール

全日本スキー連盟公認
"より早く""より美しく"をモットーに楽しい指導法でマスターを！

(単位/円)

種別		平日(1単位)	1日(2単位)	摘要
一般レッスン	個人	2,500	4,000	10:00～12:00 13:00～15:00
	団体	2,000	3,000	同一団体10名以上1人当り
個人レッスン		6,000	10,000	10:00～12:00 13:00～15:00

※レッスン時間(半日=2時間・1日=4時間)レッスン対象は小学生以上
※料金は規定改正に伴い、変更することがあります。

開校日：土・日・祝日のみ
但し、平日ご利用の方は予約が必要です。
TEL0198-25-2647(鉛温泉スキー学校)

イベントのご案内

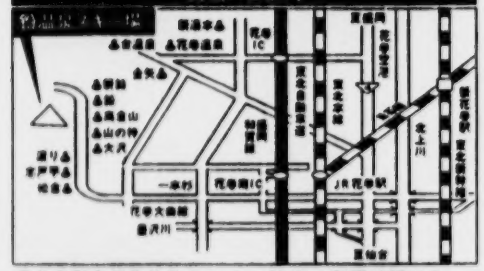
- スキー場開き……12月21日(水)
- 第17回鉛アルペンスキー大会……2月18日(土)・19日(日)
- 鉛温泉スキースクール杯……3月12日(日)
- 技能(バッジ)テスト(4回)
  ①1月29日(日) ②2月12日(日) ③2月26日(日)
  ④3月5日(日)

※テスト前日は必修講習会があります。

受験料	1級=2,300円	2級=1,700円	3級=1,300円
公認料(ボッヂ)	1級=2,000円	2級=1,500円	3級=1,200円
必修講習料	1単位(2H)2,500円	2単位(4H)4,000円	

- 大晦日(12/31)ナイター延長
  リフト運転17:00～23:00/ナイター券購入の方にはラーメンをサービス
- 利用済リフト券(日付別・1日券・ナイター券)
  10枚にリフト券サービス
- ウィークデー"得・とくセール"はスキーシーズン終了まで
  例：2月1日よりリフト券購入の方にコーヒー券付
  ※積雪その他の状況により変更することがあります。

交通のご案内



東北自動車道●花巻南I・C＝鉛15km、所要時間20分
国道4号線●一関、水沢、北上方面 花巻市内桜町1丁目左折＝豊沢町信号機左折進行＝花巻大曲直接続＝鉛19km、所要時間35分
●盛岡、紫波、石鳥谷方面 花巻市内二枚橋右折＝一本杉＝鉛18km、所要時間30分
●バスJR花巻 35分(20往復) 鉛温泉スキー場
●JR新幹線東京←所要時間3時間→新花巻

スキー場の詳しいお問い合わせは

国際興業グループ 岩手県交通
鉛スキーセンター
〒025-02 岩手県花巻市鉛字中平39-3 ☎0198(25)2711 FAX0198(25)2836

スキーバスのお問い合わせ、予約は

国際興業グループ
岩手県交通 観光サービス
北上市川岸1丁目2-34 TEL0197(65)0575 FAX0197(65)0563

●旅行センター
盛 岡☎0196(24)0500 水 沢☎0197(25)3951
花 巻☎0198(24)9696 一 関☎0191(23)4252
釜 石☎0193(23)6146 大船渡☎0192(26)3250
千 厩☎0191(52)3167

鉛温泉スキー場
テレホンサービス ☎0198(25)2555

BEST COPY AVAILABLE

New Resources

📖 ***Iki Iki Nihongo: Live Action Japanese*** by Kazue Fukuda, Mary Sisk Noguchi, Contee Seely and Elizabeth Romijn is a book for students and teachers based on James Asher's Total Physical Response (TPR) approach to language acquisition. The book contains 70 "happenings" (illustrated series of commands) for use with students of all ages in beginning, intermediate or multilevel classes. Features a thorough guide for teachers on how to use the lessons most productively at the elementary, secondary, college and adult levels. 150 pp. $9.95 Softcover.

Available from Midwest European Publications, 8220 North Christiana Avenue, Skokie, IL 60076
Tel 708/676-1199 or fax 800/433-9229.

Correction

In the December, 1994 issue we listed some titles from Charles E. Tuttle Company in the New Resources section. Tuttle has recently changed their customer service address, which was not reflected in the address we provided. Orders for the Tuttle titles should be placed with Charles E. Tuttle Co., Inc., RR1 Box 231-5, North Clarendon, VT 05759-9700. Tel 800/526-2778 or fax 800/FAX-TUTL.

Summer of '95 Enrichment Opportunity (Continued)

[*Ed. Note: In our December, 1994 issue we published a list of summer enrichment opportunities for teachers and students. We've since received information on one more program, which we list below.*]

The Duke University Talent Identification Program offers academically talented students an opportunity to study and travel in Japan, July 22- August 12, 1995. The students, who will have completed grades 8-11, will study Japanese in Toyama and will be introduced to many of the cultural traditions which influence Japan today. The program includes a weekend homestay with a Japanese family, and a four day tour of Kyoto and Tokyo. Cost: $2680 (not including group-rate airfare). Application deadline is May 1, but early application is recommended. For more information, contact: TIP International Programs, Duke University, Box 90747, Durham, NC 27708-0747. Tel 919/684-3847.

Employment Opportunity

Dublin Coffman High School and Dublin Scioto High School, located in the northwest suburbs of Columbus, Ohio, anticipate a possible full-time opening for a high school teacher of Japanese language for the 1995-96 school year. The high school currently offers Japanese I, Japanese II and Japanese III. The current instructor anticipates a one-year leave of absence. The high school also offers English as a Second Language to a predominantly Japanese population. Requirements include Ohio state certification, foreign language teaching experience, the ability to teach multiple ability levels, and the flexibility to work with American high-schoolers. Interested candidates should send a letter of interest, photocopies of all

transcripts, photocopies of certificate or certificates, and letters of reference to: Dr. Jennifer Farkas, Global Education Coordinator, Dublin City Schools, 7030 Coffman Road, Dublin, OH 43017. Candidates who are certified by a state other than Ohio should provide information in writing regarding their certifiability with the Ohio Department of Education.

EMPLOYMENT SOUGHT

↳ John Benedict seeks a full-time position incorporating the teaching of Japanese at the high school or junior college level. Mr. Benedict holds an Ed.M. in T.E.S.O.L. from Boston University and a B.A. in English from the University of Massachusetts. He has Massachusetts teaching certification in English, Spanish, and ESL at the secondary level and has passed the highest level of the Japanese Language Proficiency Test. Mr. Benedict has been teaching English at Tokai University since 1986 and will return to the U.S. in March of 1995. Contact John Benedict, before March, 1995 at Furoraru & 1, 203 Kusanagi 216-2, Shimizu-shi, Shizuoka-ken 424, Japan, Tel and Fax 011-81-543-46-7849, or after March, 1995, at 107 Hunter's Ridge Road, Chapel Hill, NC 27514-9017, Tel 919/929-9179.

ANNOUNCEMENTS

➢ The First Annual Tuttle Language Grant has been announced by the Charles E. Tuttle Company. A grant of $10,000 will be awarded annually to assist authors in completing work on dictionaries, texts and language instruction materials that will aid in the study of Japanese or other Asian languages. For more information, contact Edward Cordero, Tuttle Language Grant, Charles E. Tuttle Co., Inc., 153 Milk Street, Fifth Floor, Boston, MA 02109-4809 or fax 617/951-4045.

➢ If you are a Japanese language teacher from the Central States, Pacific Northwest, or Southwest, Denver is where you'll want to be March 30 - April 2. "Exploring New Frontiers" will be the theme of the joint conference of the CSC, PNCFL, SWCOLI and the Colorado Congress of Foreign Language Teachers. Ten sessions are specifically on Japanese topics, including, "Systematic Japanese for Young Students," "Designing Vocabulary-Building Activities for a Communication-Oriented Japanese Classroom," "The Utah/Nevada Japanese Video Disc Project," and "Articulation: Japanese Programs in Arizona Schools." Pre-registration deadline for the conference is March 6, 1995. For more information contact: Jody Thrush, Executive Director, Central States Conference, Madison Area Technical College, 3550 Anderson Street, Madison, WI 53704. Tel 608/246-6573.

➢ The Massachusetts Corporation for Educational Telecommunications (MCET) will broadcast a series of live, interactive, educational television programs for American high school classes beginning in April of 1995. The program, ***Japan Today: Growing Up Japanese***, aims to teach American students what it is like to be a teenager in Japan. Through a combination of videoconferencing and satellite broadcast technology, students in the United States will meet and converse with their peers in Japan as well as with a variety of guests. MCET produced *Growing Up Japanese* last spring and received enthusiastic responses from participating schools. For more information, please contact Glen Mohr at MCET, Tel (617)252-5700 ext773, fax (617)252-5709, or email glenm@mcet.edu.

SPECIAL THANKS

The Newsletter of the Japanese Language Teachers Network would like to offer a special thank you to the following people for their additional contributions:

Sukero Ito
Kimiko Abramoff
Joy Shiozaki-Kawamoto
Charles A. James

The Newsletter of the Japanese Language Teachers Network is published four times each year in December, February, May and October. Our publication year begins with the December issue, but new subscribers are welcome at any time. In addition, a list of Resources for Teachers of High School Japanese is published in March-April. The subscription fee is $20.00 for the five publications. For more information, or to subscribe, contact Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, IL 61801. Tel. 217/244-4808 Fax. 217/333-4064. e-mail: bshenk@uni.uiuc.edu or cbond@uni.uiuc.edu.

The Newsletter of the Japanese Language Teachers Network is a publication of the Center for Improvement of Teaching of Japanese Language and Culture in High School at the University of Illinois at Urbana-Champaign. The newsletter and other current projects of the Center are supported in part by the United States-Japan Foundation.

Editor:	Barbara Shenk
Contributors:	Carol Bond Cliff Darnall Carrol J. Lund Chris Thompson
Typing and Circulation:	Judith Lateer

BEST COPY AVAILABLE

日本語教師ネットワーク

Newsletter of the Japanese Language Teachers Network

Vol. 10 No. 3 May 1995

COME TO THE MAGIC KINGDOM

Start saving your pennies and yen for a November trip to Disneyland -- and to a landmark event for Japanese teachers! The 29th Annual Meeting of the American Council on the Teaching of Foreign Languages (ACTFL) will be held in Anaheim, California, November 18 - 20, 1995 -- just two blocks from the entrance to Disneyland. While Mickey Mouse and rollercoasters are exciting, what is even more thrilling for those of us engaged in Japanese language education are the "attractions" of the Magic Kingdom: ACTFL-Land!

The 1995 convention will be co-sponsored by the National Council of Secondary Teachers of Japanese (NCSTJ) and will feature more than 25 presentations and workshops directly related to high school Japanese teaching. In addition, there will be a luncheon for Japanese teachers sponsored by the Japan Foundation Language Center, new materials to look over in the vast exhibit halls, the Annual ACTFL dance, and free views of the ocean!

When I attended ACTFL in 1987, there was only ONE presentation related to Japanese during the entire six-day convention. And, it was my own! In 1995, there will be so many presentations that Japanese teachers won't be able to attend all of them.

For preregistration information, contact ACTFL, 6 Exectuve Plaza, Yonkers, NY 10701-6801. Substantial savings are available to those who register before August 14.

Attending an ACTFL conference is <u>not</u> inexpensive. But, the experience is well worth the investment. Even if you never reach the gates of Disneyland, you are certain to have a wonderful adventure!

Carol Bond
Director, CITJ

THANK YOU

At the end of the school year I want to thank those of you who made such wonderful contributions to the JLTN Newsletter this year. It is a special pleasure for me to open my mail and find an unexpected article or an offer to write one or to send materials already developed. These letters and articles are often accompanied by expressions of appreciation for the contributions of other readers. This, of course, is what a Network ought to be! Thank you again, and to all of you who contributed, we do offer free multiple copies of the issue in which your article appears, so please let us know how many copies you would like to have. Again, thanks, and have a refreshing summer!

Barb Shenk
Editor

TONARI NO TOTORO:

LISTENING, WRITING, AND SPEAKING ACTIVITIES

Last summer I received an NEH/Geraldine Dodge Foundation Fellowship to travel to Japan and study Japanese movies. I used the movies and other materials to work on improving my Japanese ability while staying in two different Japanese homes. One of my goals for the summer was to create activities for Japanese teachers to use along with some movies. Included here are some of the activities I created for *Tonari no Totoro.*

I designed these materials mostly for a second or third year Japanese class, although a few of them could be used with a first year class. I tried to make them as flexible as possible so that they will be easy for other teachers to adapt for their own situations. You can use several of the activities and watch the whole movie or use just a segment of the movie as a listening activity to focus on a certain aspect of Japanese. While the students are watching the scene you may want to pause the video and/or replay the key expressions that they are trying to hear.

Long before approaching a task such as watching a movie, I try to give my students lots of listening practice. Beginning early on in Japanese I I use *Nihongo Kiite Hanashite, E to Tasuku de Manabu Nihongo,* ACTFL's *Teaching Listening in Japanese*, and very short segments of Japanese TV shows such as *Sazaesan.*

Each of the five numbered activities described below corresponds to one of the activity sheets that follow.

1. Listening Activity Scene 1: Arriving at the House

This scene goes from the beginning of the movie until the neighbor comes in with a big piece of furniture.

Pre-listening activity suggestions: Ask the students for some examples of exclamations in English and discuss how and when they are used. Then ask about exclamations they already know in Japanese. Pause the video at a view of the house, then the tree, and have students describe them before showing them the entire scene.

Post-listening activity suggestions: Divide students into groups and give them each one or two exclamations in Japanese. Have them think of a short skit that includes the expressions and act it out in front of the class.

2. Listening Activity Scene 2: *Makkuro Kurosuke*

This scene begins as Satsuki and Mei go around to open the back door and ends when the neighbor starts speaking.

Pre-listening: You might want to go over some vocabulary from the first scene such as *risu, donguri, obake,* etc. You could also look at a picture of a Japanese house and review vocabulary for the different rooms and structures.

Post-listening: Have students talk about what they think the creatures in the house are. Explain the word *makkuro* (and also *makka, masshiro*) and how the name *Makkuro Kurosuke* is a play on words.

3. Listening Activity Scene 3: A Visit to Mother/The Next Day

This scene begins with the family getting ready for the visit to mother and ends as Mei explores the garden while father works.

For this scene, encourage students to make inferences based on what they see in the scene. After they watch it once you may want to teach them some vocabulary such as *omimai, taiin, obento,* etc. and have them watch it again.

4. Writing/Speaking Activity Scene 4: Mei's Adventure

This scene begins when Mei sets off with her lunch to play outside while her father works and ends when her sister and father can't find her.

Have students watch the scene then write a narrative of what Mei did. Or, with the sound turned off, have students narrate what she is doing as they watch the movie.

5. Writing/Speaking Activity Entire Movie: Describing

Beginning students can simply list adjectives next to each character, then the students can share their descriptions with the class. Students can combine more than one adjective or ask each other questions about the characters, answering affirmatively or negatively. More advanced students can describe the characters more fully and add their opinions.

Watching a good quality movie such as *Tonari no Totoro* is enjoyable for both students and teachers. A focused apporach to using the movie as a teaching tool makes it an even more valuable resource.

Stephanie Wratten
Riverdale Country School
Bronx NY

Ed. Note: Tonari no Totoro can be ordered from Sasuga Japanese Bookstore (Tel 617/497-5460 or Fax 617/497-5362) at a cost of about $185 or from Kinokuniya Bookstores for about $200. The stores do not keep them in stock, so please allow several weeks for delivery. I have not been able to find a library that will loan the video through the mail, but will keep looking. Please let me know if you have found a good source for buying or borrowing this film.

Listening Activity 名前_____
Scene 1: Arrival at the house

During this scene you'll be listening for two things. First, you'll hear a lot of exclamations used in Japanese. Write them down as you hear them. Second, try to answer the questions about the house and tree.

*exclamation "hey, look!" -

1. Try to write at least two phrases Satsuki uses to describe the house. What do you think they mean?

2. Write down two adjectives Satsuki uses to describe the tree she sees.

*exclamation "wow, amazing!" -

3. The tree is a camphor tree. What is the word in Japanese?

*exclamation - used when you trip -

4. What is a 団栗(どんぐり)? What kind of animal do you think a りす is? A 鼠(ねずみ)?

*exclamation - "really?" expresses surprise and disbelief -

Listening Activity
Scene 2: Makkuro Kurosuke

名前_____

For this scene listen carefully and try to fill in the missing words and phrases in the dialogue below. You will watch the scene more than once, so you don't have to try to fill in everything all at once. When you're done, try to decide what you think a makkuro kurosuke is!

さつき： ほら、おいで！

めい： 待って！

さつき： _____！

めい／さつき：あああああああっ！

さつき： 行くよ。
めい： うん。
お風呂。
さつき： うん。
いないね。

お父さん： _____。

さつき： お父さん、ここに何かいるよ。
お父さん： りすかい。
さつき： わかんない。ごきぶりでもない、_____でもない。_____のがいっぱいいたの。
さつき： どう？
お父さん： これやマックロクロスケだな。

さつき： マックロクロスケ？絵本に出ていた？

お父さん： そうさ。こんな_____お化けなんか出るわけないよ。

_____ところから急に_____ところに入ると、目がくらんでマックロクロスケが出るのさ。
さつき： そうか。
めい／さつき：マックロクロスケ出ておいで、出ないと目玉をほじくるぞ！

お父さん： さ、_____。二階の階段はいったいどこにあるでしょうか。
さつき： へっ？
お父さん： 階段を見つけて、_____。

さつき：　はい！

めい：　お便所！
さつき：　あれ？
めい：　あれ？
さつき：　あれ？
めい：　あれ？
さつき：　ない！
めい：　ない！
さつき：　あっ、めい、あったよ！

さつき：　真っ黒だね。
めい：　マックロクロスケ。
　団栗。
めい／さつき：マックロクロスケ、出ておいで！
　わあああああっ。
さつき：　マックロクロスケさん、＿＿＿＿＿＿＿＿＿＿。
　お父さん、やっぱり、このうち何かいる。

お父さん：　そりゃあすごいぞ。お化け屋敷に住むのがお父さんの＿＿＿＿＿＿＿＿＿＿
　のお父さんの夢だったんだ。

さつき：　あ、大変。

めい：　取った。＿＿＿＿＿＿＿＿。

お父さん：　めい。

おばあちゃん：＿＿＿＿＿＿＿＿＿＿。
お父さん：　このうちを管理されている、隣のおばあちゃんだよ。応援に来てくださったんだ。
さつき：　さつきに＿＿＿＿＿＿＿＿＿＿です。こんにちは。
おばあちゃん：はい、こんにちは。

Listening Activity 名前_____

Scene 3: A Visit to Mother/The Next Day

When you're studying a foreign language an important skill to practice is being able to make good guesses even when you don't understand everything you hear. During these two scenes you can understand a lot about what is going on by watching the actions and expressions of the characters as well as listening to what they say. Write a sentence or two in response to each of the following questions.

1. What do you think is the mother's condition?

2. Describe Mei and Satsuki's reaction to seeing their mother.

3. Is the mother coming home soon?

4. The next morning what does Satsuki make for Mei and why is she excited?

5. What do you think the father's job is?

Writing/Speaking Activity
Scene 4: Mei's Adventure

名前_____

Kids can go on amazing adventures right in their own backyards. Use the vocabulary below to describe what Mei did.

見つける	find	どんくり	acorn
出会う	meet, encounter	おたまじゃくし	tadpole
落ちる	fall	穴	hole
触る	touch	叫ぶ	yell
なめる	lick	夢を見る	dream
くしゃみをする	sneeze	探す	look for
欠伸をする	yawn		

Writing/Speaking Activity
Entire movie: Describing

名前_____

Describe the characters and places from the story with as many adjectives as you can.

お父さん

お母さん

めい

うち

さつき

うちの近くの木

隣のおばあさん

小トトロ／中トトロ

隣の男の子

大トトロ

猫バス

マックロクロスケ

大きい／小さい - big/small
太い／細い - fat/thin
高い／低い - high/low
広い／狭い - wide, spacious/narrow
速い／遅い - fast/slow, late
いい／悪い - good/bad
新しい／古い - new/old
若い／年をとった - young/old
強い／弱い - strong/weak
明るい／暗い - bright, cheerful/dark
安全な／危ない - safe/dangerous
きれいな／きたない - clean/dirty
こわい - scary, frightening
親切な - kind

すごい - terrible, terrific, wonderful
恥ずかしい - shy, embarrassed
珍しい - novel, unusual
不思議な - mysterious, unusual
真面目な - serious, hard-working
奇麗な - pretty
美しい - beautiful
可愛い - cute
幸せな - happy, lucky
おとなしい - gentle, quiet
元気な／病気の - healthy, energetic/ill, sick
静か／うるさい - quiet/noisy, annoying
やさしい／きびしい - gentle, nice/strict
忙しい／ひまな - busy/having spare time

SHITAKIRI SUZUME

USING KAMISHIBAI IN JAPANESE II AND III

As high school foreign language teachers, we are always being challenged to create meaningful and entertaining materials for our classes with language proficiency as our major concern. Our *Shitakiri Suzume kamishibai* project utilizes what our students have learned and involves their motivation and creativity.

Shitakiri Suzume is a typical Japanese folk story with a moral: If you do something good, you will be rewarded; while if you do something wrong, you will be punished. The 17 *kamishibai* pictures are well drawn and include, on the reverse side, the original Japanese version of the story and an English translation. (See page 24 for information on ordering *kamishibai*.)

We used the same *kamishibai* for both Japanese II and Japanese III classes. However, the emphasis was different according to our needs and class level. For Japanese II, we used this famous Japanese folk story to review sentence patterns and adjectives learned in the previous lesson and to practice listening comprehension. Before beginning the project with our classes, we rewrote the story text in order to simplify and shorten it, omitting panels 6, 7, 12, 13, and 17. We made a special point of including the sentence patterns the students had just learned, and tried to to use more conversation. Before we read the *kamishibai* to the class, we talked about new vocabulary the students would be learning. We also talked a little about some of the *kamishibai* pictures. We then gave the students a comprehensive check sheet written in English for them to answer as they listened to the story so we could be sure they understood it. We read the *kamishibai* several times.

The Japanese III class had just finished a unit on writing in the plain form (*kantai)* and students were also learning to use different politeness levels. Since they were already familiar with the story, our objectives were somewhat different. We wanted them to write the story of *Shitakiri Suzume* in their own words and then present it orally. In preparation for this we learned and practiced using new action verbs.

Working in pairs, the students wrote the narratives and conversation for the *Shitakiri Suzume* story. Each pair was assigned three or four of the *kamishibai* panels, and small photo copies of the panels were attached to their writing sheets. Students were encouraged to use relevant action verbs, plain form or proper degree of politeness, and their understanding of Japanese culture (greetings, references to food and house arrangements, etc.) They used class time to write, and we were available to help with grammar and difficult expressions. Writing, correcting and rewriting their parts of the story took about two class periods.

Before presenting the story to each other using the *kamishibai,* they practiced their presentation using expressive voices, gestures and eye contact. On the third day they were ready for "show time", and presented for each other and invited guests. Students were graded on effort, grammatical correctness, creativity, and delivery of the story. The students enjoyed this opportunity to be storytellers and gained good language practice at the same time.

Shu Huang and Mamiko Ihara
University High School
Urbana IL

したきりすずめ

Sentence patterns

～た時
～しに行きます。
～ながら
AとBと、どっちのほうが～です。
～前に

形容詞(adjectives)

うれしい	happy, delightful, joyful
かなしい	sad, sorrowful
やさしい	gentle, sweet, tender, kind
しんせつな	kind
かわいそうな	poor, pitiful, miserable

Vocabulary List

した	tongue	
すずめ	sparrow	
きりる	to cut	
むかし	long long time ago, once upon a time	
いつも	always	
おこる	to get angry, mad	
家につれて帰る	to take along home	
あげる	to give	
のり	glue	
せんたく	washing clothes	せんたく（を）する to wash clothes
なく	to cry	
とんで行く	to fly away	
さがす	to look for	
竹やぶ	bamboo fence / grove	
おみやげ	souvenir	
開ける	to open	
たからもの	treasure	
びっくりする	to be surprised	
森	forest	
おばけ	monster, ghost	

したきりすずめ The Tongue - Cut Sparrow

一。(1) むかし、むかし、小さい村におじいさんとおばあさんが住んでいました。
毎日、おじいさんは山に木をきりに行きました。いつもおばあさんはおじいさんにおべんとうを作りました。ある日、おじいさんは山に木をきりに行きました。
おひるになりました。
おじいさん：「ああ、おなかがすいた。おべんとうを食べよう。」
おじいさんは大きな木の下にすわりました。おや、おべんとうがありません。
すずめがおじいさんのおべんとうを食べて、ねていました。
すずめ：「おじいさん、ごめんなさい。おなかがすいていました。ごめんなさい。」
おじいさんはとてもしんせつです。かわいそうなすずめです。

二。(2) おじいさんは、すずめを家につれて帰りました。すずめの名前は、ちゅんです。
おじいさんはちゅんにとてもやさしいです。でも、おばあさんはあんまりやさしくありません。おばあさんはちゅんに食べものをあげませんでした。ある日、
おばあさんはごはんでのりを作りました。おばあさんが川へせんたくに行った時、
ちゅんはとてもおなかがすいていたので、おばあさんののりを食べました。
すずめ：「ごめんなさい。ごめんなさい。おばあさん。
わたしはとてもおなかがすいていました。」
おばあさんはとてもおこりました。

三。(3) 「チョキン」おばあさんは、はさみでちゅんのしたをきりました。ちゅんはなきました。ちゅんは「いたい。いたい。」と言いながら、とんで行きました。

四。(4) おじいさんが家に帰ってきた時、ちゅんは家にいませんでした。
おじいさん：「おばあさん、ちゅんはどこにいますか。」
おばあさん：「すずめが私ののりを食べたから、私はすずめのしたをきりました。
すずめは、家に帰りましたよ。」
おじいさんはかなしかったので、なきました。
そして、ちゅんをさがしに行きました。
おじいさん：「ちゅん、ちゅん、どこにいますか。」

五。(5) おじいさんはなきながら、ちゅんをさがしました。
となりのおじいさんに会って、聞きました。
おじいさん：「ちゅんの家をしっていますか。」
となりのおじいさん：「あの山の竹やぶの中です。」
おじいさんは山の竹やぶに行きました。

六。(8) 竹やぶの中にちゅんの小さい家がありました。
おじいさんは、ちゅんに会いました。おじいさんはとてもうれしかったです。

BEST COPY AVAILABLE

すずめ：「おじいさん。こんにちは。私の家に来てくれて、ありがとう。」

七。(9) すずめ：「おじいさん、おなかがすいていますか。
いっしょにごはんを食べましょう。」
おじいさん：「どうもありがとう。いただきます。」
ちゅんは、おじいさんといっしょにごはんを食べました。
おじいさん：「ごちそうさまでした。とてもおいしかったです。」

八。(10) よるになりました。
おじいさん：「家に帰る時間です。おばあさんが家で待っています。
とても楽しかったです。ありがとう。」
すずめ：「おじいさん。私も楽しかったです。おみやげがあります。
大きいはこと小さいはこと、どっちのほうがいいですか。」
おじいさん：「小さいはこのほうがいいです。どうもありがとう。」
すずめ：「おじいさん。また来てくださいね。」
おじいさん：「ありがとう。さようなら。」
すずめ：「さようなら。おじいさん。」

九。(11) おじいさんは家に帰りました。
おじいさん「おばあさん。ふたつのはこがありました。これは小さいはこですよ。」
おじいさんがはこを開けると、はこの中にたからものがたくさんありました。
おじいさんとおばあさんは、びっくりしました。
おばあさん：「私は大きいはこがほしいです。明日、私もちゅんの家に行きます。」

十。(14) おばあさんは、ちゅんの家に行きました。
おばあさん：「私はおなかがすきました。ごはんが食べたいです。」
すずめ：「おばあさん、ごはんをどうぞ。」
おばあさん：「おなかがいっぱいです。家に帰ります。
おみやげ。おみやげをください。」
すずめ：「おばあさん。はい、どうぞ。
大きいはこと小さいはこと、どっちのほうがいいですか。」
おばあさん：「もちろん。大きいはこのほうがいいです。」
すずめ：「おばあさん、どうぞ。」
おばあさん：「ありがとう。」

十一。(15) おばさんは森の中をあるきました。
家に帰る前に、おばあさんははこを開けたいと思いました。

十二。(16) 森の中で大きいはこをあけると、中からおばけがたくさんたくさん出てきました。

* Panel number

ユニバーシティー高校　日本語二

したきりすずめ Comprehension Quiz　　名　前

Listen to the story and answer the following questions in English.

1。Where did the old man go to cut wood?

2。Who ate the old man's lunch?

3。Who is kind to the sparrow?

4。Why did the old woman cut the sparrow's tongue?

5。What did the old man do after he found out the sparrow flew away?

6。What kind of house does the sparrow live in?

7。What did the sparrow offer the old man?

8。What did the old man receive from the sparrow?

9。Which box did the old man choose?

10。Where did the old man open the box?

11。What did the old man find in the box?

12。Why did the old woman want to see the sparrow?

13。Which box did the old woman want?

14。Where did the old woman open the box?

15。What was in the box which the old woman received?

「舌切りすずめ」(writing and story-telling project)

説明：

1。新しい動詞、そして、会話を書く時、簡体と敬体も適当に使いなさい。
2。日本人のよく使う挨拶、家具と食べ物の名前など忘れないで。
3。分からない時、辞書に引いたり、先生に聞いたりしなさい。読みやすく書きなさい。
4。採点のし方：a. よくがんばりましたか(10)；　b. 文法は正しいですか(5)；
　　c. 面白いですか(5)；　d. よく語りましたか(10)。

サンプル：

グループ1　名前: (チャンドラ)と(アマンダ)

Picture 1

むかし、むかし、おじいさんとおばあさんがいた。おじいさんは毎日木をきりに森に行った。ある日、昼ご飯の時間です。おじいさんの昼ご飯はすずめに食べられた。おじいさんはちょっとおこった。でも、このすずめが好きだから、家につれて帰ることにした。

Picture 2

このすずめをチョンと呼んだ。チョンのことが大好きだった。毎日、おじいさんはチョンに食べものをやった。ある日、おじいさんはまた家を出た。

おばあさんはチョンがきらいだから、食べものをやらなかった。おばあさんは買い物に行った時、チョンはおなかがすいて、おばあさんののりを食べてしまった。

Picture 3

おばあさんは家に帰ってきた。のりがなくなった。
おばあさんは大へんおこった。
チョン：　「ごめんなさい。おばあさん。おなかがすきました。」
おばあさん：「ここにこい！」
そして、おばあさんはチョンのしたをきった。
おばあさん：「出ろ！」
チョンは泣きながら、おばあさんの家を出た。
よる、おじいさんは家に帰った。チョンをさがしたが、見つからなかった。おじいさんはかなしかった。

BOOK REVIEW AND SPECIAL OFFER

Following a friend's recommendation I first read *Learning to Bow* by Bruce Feiler (Ticknor and Field, 1991), three years ago and was greatly impressed by it. The cultural experiences were very comparable to what my friends and I have experienced in Japan ourselves, but the author gives the historical and cultural insight to help us understand why. The author's writing style is so engrossing, it is difficult to put the book down once you have started reading it!

For the past two school years, *Learning to Bow* has been required reading for my 4th year students who are in a multi-level classroom and work semi-independently. The students enjoy the book tremendously and continue to mention Feiler's experiences long after finishing the book. Last summer when I took three of these students to Japan, they constantly pointed out things they "recognized" from reading the book.

Mangajin (#44, April, 1995) has an excellent review of *Learning to Bow*. I agree with the reviewer, Ginny Skoud Waters, in the final words of her description:

> *The penultimate chapter, 'The American Class: Lessons from Inside the Japanese Schools,' which interweaves Feiler's final class presentation with observations on what each educational system might learn from the other, should be required reading for educators on both sides of the Pacific. (p. 83)*

If any teachers would like copies of a series of eight worksheets and a test over *Learning to Bow* which I developed to keep my students organized and on task with their reading, please send a large, stamped, self-addressed envelope to the address below. I am happy to share!

Kathy Streit
Franklin Community High School
625 Grizzly Cub Drive
Franklin IN 46131

(Ed. note: Learning to Bow is available for $10.95 from Susuga Japanese Bookstore, 7 Upland Road, Cambridge, MA 02140. Tel 617/497-5460 Fax 617/497-5362.)

TEACHER TO TEACHER

The following worksheets are hot off the fax from Chris Thompson in Towa-cho, Iwate-ken, Japan.

阪神大震災（はんしんだいしんさい）

日本語

名前：
日付：

Part 1.

During the aftermath of the Great Hanshin Earthquake, American made emergency survival kits were distributed in great quantities. Since January 1995, these emergency kits have become quite well known in Japan. Most of the items contained in the emergency kits continue to be referred to by the Japanese version of their English names. Match the following katakana words to the correct English equivalent below by writing the corresponding number in the space provided.

1）ヘルメット・ ____ tube tent

2）ナップサック・ ____ radio

3）チューブテント・ ____ survival candles

4）ウオーターキャリア・ ____ water carrier

5）サバイバル・キャンドル・ ____ knapsack

6）ラジオ・ ____ helmet

Part 2.

Below is another list of items found in the emergency kits as they are labeled in the actual package. Read through the list, then determine which item best satisfies the emergency situations that follow. Write the correct katakana word in the space provided.

ポンチョ　ビーフ・ジャーキー　５０フィート・ロープ　ソーラー・ブランケット

ウィンドプルーフ・マッチ　フラッシュ・ライト　グローブ　アーミー・ナイフ

エマージェンシー・ストーブ　ダストマスク

153

1) It's pouring rain. Which item would be most helpful to you now?
a _____.

2) It's too dark to see. You need a _____.

3) To cook your emergency rations, you need a _____.

4) To protect your hands when moving rubble, you need a pair of
_____.

5) You need a can opener to open some canned fruit that came in your emergency rations. You need an _____.

6) The wind is blowing and you need to light your emergency candles for light. You need _____.

Part 3.

There are four emergency items left unused in the list in Part 2. Write each item in the spaces below using katakana, then in English write a translation or description of each item. Using the remaining space, write an English explanation of when such an item might have been useful in the aftermath of the Great Hanshin Earthquake.

1)_____/_____/_____
_____.

2)_____/_____/_____
_____.

3)_____/_____/_____
_____.

4)_____/_____/_____
_____.

阪神大震災（はんしんだいしんさい）

日本語
中級

名前：
日付：

Part 1.

The following list contains some of the items contained in the emergency kits used during the aftermath of the Great Hanshin Earthquake. Read the list of katakana words below, and match them to the correct Japanese description by placing the appropriate kana in the space provided.

ア。）ヘルメット　　エ。）ラジオ　　キ。）ウインドプルーフ・マッチ
イ。）ナップサック　　オ。）ウォーター・キャリア　ク。）アーミー・ナイフ
ウ。）チューブ・テント　カ。）エマージェンシー・ストーブ

1）これに水を入れます。 _____

2）これをかぶります。 _____

3）これに入って寝ます。 _____

4）これで料理をします。 _____

5）これで火をつけます。 _____

6）これに荷物を入れます。 _____

7）これでロープを切ります。 _____

8）これでニュースを聞きます。 _____

Part 2.

In this section, use the basic form of verbs in their past tense or adjectives with「時に」to describe in Japanese when the following emergency items can be used. Follow the examples. Use kanji when possible.

例文 (Examples)

ア。）チョコレート：おなかがすいた時に食べます。

イ。）バンド・エード：ゆびを切った時に使います。

ウ。）アスプリン：頭がいたい時に飲みます。

1）ポンチョ：

2）ミニトイレットペーパー：

3）ソーラー・ブランケット：

4）フラッシュ・ライト：

5）レスキュー・フレアー：

6）ビーフ・ジャーキー：

7）ウール・ソックス：

8）グローブ

9）ロープ

10）サバイバル・ウォーター

NEWS FLASH !!

The Association of Teachers of Japanese invites applications to its Pilot Project to Improve Language Skills of Non-Native Secondary School Teachers of Japanese. The project is funded by the United States-Japan Foundation, New York.

Purpose: To provide non-native secondary school teachers of Japanese with an opportunity to improve their language skills by enabling them to enroll in a summer intensive Japanese program. The project is not for training in language pedagogy.

Eligibility:

1) non-native secondary school teachers of Japanese;

2) those who show strong career commitment to and interest in teaching Japanese on the secondary school level;

3) those who have studied Japanese for a minimum of two years on post-secondary level or equivalent (preference will be given to those who are likely to be placed in the second or third-year Japanese class);

4) those who have been teaching Japanese for at least one year on the secondary level at the time of application;

5) those who have a contract to begin teaching Japanese at a secondary school in the coming academic year.

Scholarship:

1) For the summer of '95, **up to six full scholarships will be awarded**.

2) The scholarship will cover tuition, fees, room and board, round-trip travel expense, and a stipend for the purchase of instructional material(s).

3) If deemed justified, subsidy to the family to accompany a grantee may be considered.

Application Procedure:

1) The deadline for the application is **Friday, May 26, 1995**.

2) Since the time schedule is extremely tight, you are urged to fax your application to 802/388-4329.

3) Application by mail should be addressed to Dr. Hiroshi Miyaji, Department of Philosophy, Middlebury College, Middlebury VT 05753.

4) If you have any questions, you may either call Dr. Miyaji at 802/388-3711 ext. 5662 or 802/545-2583; or Ms. Carol Sampson, Administrative Assistant at 802/388-3711 ext. 5014.

5) **The grant award will be announced on Wednesday, May 31, 1995. Successful applicants will be immediately notified.**

The project is directed by Dr. Miyaji, President, ATJ, with the assistance of a committee composed of high shcool teachers and University professors.

EMPLOYMENT SOUGHT

Satoko Ide seeks a position teaching Japanese at the secondary and post secondary levels. Ms. Ide will receive an M.A. in Teaching English to Speakers of Other Languages from the University of Northern Iowa in May, 1995. She holds a B.A. in English, and teaching certificates in English and Japanese from Kansai Gaidai University in Osaka, Japan. Ms. Ide has experience teaching elementary Japanese at the University of Northern Iowa and as a Japanese tutor and English instructor in Japan. Contact Satoko Ide, 1400 W. 30th Street, Cedar Falls, IA 50613. Tel 319/266-2850 Fax 319/273-5603. Permanent address: 1-17-2 Sena, Shizuoka City, Shizuoka 420, Japan. Tel 81-54-261-7860.

EMPLOYMENT OPPORTUNITIES

National Satellite Japanese Language Program seeks two instructors for live, interactive Japanese course. Target audience: high school students. Instructors must exhibit engaging TV presence, rapport with teenagers and readiness to adapt proficiency-based language instruction to TV medium. Excellent command of Japanese and good command of English required. Must be certified or willing to make financial and time commitment to become certified teacher in U.S. secondary school system. Commitment to the new field of distance learning preferred. Send letter of application, vita, three letters of reference and a demo videotape (NTSC format, at least 30 min.) which features applicant (1) teaching in Japanese classroom setting; (2) teaching Japanese to an imaginary TV audience. Salary based on qualifications, minimum: $30,000. Positions start in early July, 1995. Search will remain open until positions are filled. Apply to

Elizabeth Hoffman, Distance Learning Project Coordinator, Nebraska Department of Education, P.O. Box 94987, Lincoln, NE 68509-4987. Telephone inquiries may be made to Ms. Hoffman at 402/471-3503. EOA

ANNOUNCEMENTS

➢ Kamishibai for Kids now offers 22 different *kamishibai* titles including *Shitakiri Suzume*, *Saru to Kani*, *Kasa Jizo* and *Urashima Taro*. Each *kamishibai* consists of 12 to 17 (15" x 11") stiff oaktag story panels with a full color illustration on one side and the story line in English and Japanese on the back. Any one *kamishibai*, $35; three for $100; five for $150. Order from Kamishibai for Kids, P.O. Box 20069 Park West Station, New York, NY 10025-1510. Tel or Fax 212/662-5836.

➢ The *Exchange: Japan Teacher Training Institute* that was held at Bryn Mawr College for the past six years has moved. From 1995, it will be held at Ohio State University. The Institute is to be under the auspices of the College of Humanities as a complement to the programs of the Department of East Asian Languages and Literatures and the Foreign Language Center of OSU. Graduate credit from Ohio State University is granted to the participants of the *Exchange: Japan Teacher Training Institute*. The following programs are being offered as part of the *Exchange: Japan Teacher Training Institute of Ohio State University* in Columbus, Ohio during summer 1995: "Teaching Japanese in High School"; "Intensive Japanese for High School Students"; "Japanese in the Schools." For further information, please contact Exchange: Japan, P.O. Box 1166, Ann Arbor, MI 48106-1166. Tel 313/665-1820 Fax 313/665-5229.

➢ A Summer Institute for secondary level teachers of Japanese Language will be held in Washington State from July 16-22, 1995 at the University of Puget Sound in Tacoma Washington. Space will be reserved for Washington State teachers until April 15th, after which time teachers will be accepted from across the country on a first-come, first-served basis. The cost for out-of-state participants will be $350, which covers tuition, room and board and materials. The theme for the one-week Institute is: *Implementing the Communicative Framework for Introductory Japanese Language Curricula in Washington State High Schools*. Teachers attending the Institute will participate in sessions including discussions on the Framework and how to implement it into their own curriculum; discussions on alternative assessment techniques; and workshops on

materials development. Continuing education credit is available for an additional fee of $99 for 3 credits. Registration forms may be obtained by writing or calling: Japan-America Society of the State of Washington, 1800 9th Ave., Suite 1550, Seattle, WA 98101-1322. Tel 206/623-7900--for registration forms only. For more information, please call either Jan Martindale at 206/523-6742 or Mary Maruyama at 206/364-4846.

➢ To recognize and encourage outstanding foreign language teaching in grades K-12, the National Endowment for the Humanities (NEH) fellowship program offers summer stipends of $3750 for teachers to spend six weeks abroad studying foreign languages and cultures. Approximately 60 NEH Foreign Language Fellowships will be awarded for the summer of 1996. Applicants must develop a 750-word project plan describing their intentions for professional development abroad. Eligibility requirements include three years full-time teaching in K-12 prior to the fellowship summer, with at least one-half of the teaching schedule in foreign languages, and the intention to teach foreign language at least five more years. Application deadline for 1996 is October 31, 1995. For information and application forms, contact: NEH Fellowship Program for Foreign Language Teachers K-12, Connecticut College, 270 Mohegan Avenue, New London, Connecticut 06320. Tel 203/439-2282 Fax 203/439-5341.

➢ Nihongo Circle, located in Ontario, Canada sells Japanese language education materials including textbooks and dictionaries, through the mail. They are also happy to offer advice and free consultations on problems relating to teaching Japanese. The owner, Mr. K. Takahashi, has eight years experience in Japanese language education. Contact Nihongo Circle by e-mail: nihongoc@hookup.net or Fax 519/884-9083.

➢ Send in your ideas on how to teach culture in Japanese language classes--and win a trip to Japan!! The Japan Forum (TJF) believes that studying a language cannot be separated from understanding the culture behind the language. Japanese language teachers are continually in search of better ways--through curriculum, teaching methods and teaching materials--to introduce Japanese culture and society to their students, especially in a way that attracts the interest of young students. Send your ideas and examples of how you incorporate or introduce the cultural aspects of Japan in your Japanese language class. The prize for the best entry is a week long visit to Japan at your convenience. TJF will pay for round trip air fare to Japan, accommodations and daily expenses. Other prizes to be announced. Deadline for application is July 31, 1995. Winners will be notified August 31, 1995. Send entries to The Japan Forum, Kojimachi NK Bldg., 14-2, Kojimachi 2-chome, Chiyoda-ku, Tokyo, 102 Japan. Tel 3-3221-1421 Fax 3-3221-1423.

The Newsletter of the Japanese Language Teachers Network is published four times each year in December, February, May and October. Our publication year begins with the December issue, but new subscribers are welcome at any time. In addition, a list of Resources for Teachers of High School Japanese is published in March-April. The subscription fee is $20.00 for the five publications. For more information, or to subscribe, contact Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, IL 61801. Tel. 217/244-4808 Fax. 217/333-4064. e-mail: bshenk@uni.uiuc.edu or cbond@uni.uiuc.edu.

The Newsletter of the Japanese Language Teachers Network is a publication of the Center for Improvement of Teaching of Japanese Language and Culture in High School at the University of Illinois at Urbana-Champaign. The newsletter and other current projects of the Center are supported in part by the United States-Japan Foundation.

Editor:	Barbara Shenk
Contributors:	Carol Bond
	Shu Huang
	Mamiko Ihara
	Kathy Streit
	Chris Thompson
	Stephanie Wratten
Typing and Circulation:	JuliAnn Norton

日本語教師ネットワーク
Newsletter of the
Japanese Language Teachers Network
Vol. 10 No. 4 October 1995

JLTN Reaches Double Digits

Birthdays are always worth celebrating, but some birthdays are more special than others. I can remember when each of my sons reached the age of ten, that was a very special birthday: Double digits! From that day on, it would require TWO numbers to say how old he was. Ten years! A quantity of time that has a name for itself: a decade. Now that was something really worth shouting about.

And so it is that we here at CITJ are proudly looking back at nearly a decade of service to Japanese language teachers nationwide. It all began on December 7, 1985, when ten people --- teachers and aspiring teachers --- gathered in Urbana for a "Workshop for Teaching Japanese Language and Culture in High School," sponsored by University High School. On that day, the Illinois Japanese Language Teachers Network was formed so that everyone could stay in touch.

The four-page *IJLTN Newsletter* was first published in February 1986. There were eleven people on our mailing list! The first issue contained a report of the December workshop and an announcement of the next workshop, where the featured speaker would be Professor Seiichi Makino, then of the University of Illinois, now at Princeton. The issue included a recipe, a proverb, some local announcements, and an article entitled "Create Interest in Japanese Before You Start Your Program," by Cliff Darnall (then at Bloomington High School, now at Elk Grove High School). Longtime subscribers are well acquainted with Cliff's contributions to the newsletter throughout the years. We received many, many requests for his ten-page packet, "Oral Activities for the High School Japanese Classroom," offered last year.

Somehow the word spread. How excited we were when Diane Gulbronson drove to Urbana from Madison, Wisconsin for our second workshop (Spring 1986), her car trunk loaded down with favorite books and materials to share. As colleagues from Nebraska, Indiana, Kentucky, and Michigan expressed their eagerness to join the Network, we became the *Midwest JLTN*. Soon our mailing list grew to include teachers from New York, Arizona, Florida, Oregon, and Georgia. In no time at all, "Midwest" was dropped from the newsletter's name as JLTN became "national" and even international.

The more we talked with other teachers back in 1985 and 1986, the clearer it became that there were not enough high quality instructional materials designed to teach Japanese to American high school students. And, there were too few professional development opportunities for teachers. Teachers expressed a sense of isolation and a need to communicate with each other. Undaunted, we set out to try to make a difference in all of these areas.

In 1986, the Center for Improvement of Teaching of Japanese Language and Culture in High School (CITJ) was officially formed, with funding from the Japan-United States Friendship Commission and a great deal of moral support from then Associate Executive Director, Eric Gangloff. The Center's goals remain essentially the same today as they were then: (1) to develop and disseminate teaching materials for the study of Japanese in high school; (2) to maintain a nationwide information network for high school Japanese language teachers; and (3) to conduct instructional programs that will strengthen the pedagogical skills of teachers.

Looking back at the ten candles on our birthday cake, we celebrate...

- A two-week workshop for 19 high school teachers of Japanese -- to the best of our knowledge, the first of its kind in the United States (1987) and a similar three-week workshop in 1988
- A series of two-day "traveling workshops" held in Indiana, Minnesota, New York, Virginia, Oregon, and Michigan in 1988
- Production of the award-winning video *Hiragana* (well over 600 copies sold since 1989)
- Publication of an intermediate reader, *A Homestay in Japan: Nihon to no Deai*, by Stone Bridge Press (1992)
- Lively meetings hosted for Japanese teachers at state, regional, and national conferences (since 1987)
- A Leadership Conference held in Urbana in 1988, where many of the teachers who were later to become leaders in the profession met for the first time
- A Leadership Conference held in Washington D.C. (1991) and sponsored jointly with ATJ and the National Foreign Language Center, which led to the formation of NCSTJ
- The Pathways to Proficiency workshop (1993 and 1994), which featured curriculum development training and a homestay trip to Japan
- The generous funding provided for our projects by the U.S. Department of Education, the Japan-United States Friendship Commission, The United States-Japan Foundation, The Japan Foundation, the Northeast Asia Council, the Kaneko Foundation, and the University of Illinois

- Our association with professors Seiichi Makino, Hiroshi Miyaji and Akiko Kakutani, who have encouraged and helped us in countless ways

We have these accomplishments to celebrate because of the outstanding contributions of past and present CITJ staff members Surabela Fabian, Hiroyo Demers, Caron Allen, Kate Okubo, Takuo Kinoshita, Natsumi Watanabe, Christopher Thompson, and Barbara Shenk.

Central to all of this has been the Japanese Language Teachers Network Newsletter. Throughout the past decade teachers have shared their ideas and teaching strategies with others and learned about new resources and professional development opportunities. We have come to know many of you and we appreciate your continuing support and friendship. You have helped us speak to the practical, day-to-day issues on the minds of high school teachers of Japanese. And, we hope we have provided you with a sense of connection to other teachers.

We believe that it is not just a coincidence that many of the Japanese teachers who are today members of national committees, officers and active members of professional organizations, developers of curriculum materials, and presenters at conferences are "alums" of one of our workshops or leadership conferences: Nick Pond, Hitomi Tamura, Leslie Birkland, Norman Masuda, Cliff Darnall, Diane Gulbronson, Takuo Kinoshita, Yuriko Rollins, Ann McCarthy, Fred Lorish, Masatoshi Shimano, Susan Mastro, Becky Haskins, Akemi Smith, Kurt Bringerud, Itsuko Mizuno, Martha McDonald, Karla Merritt, Linnea Visness...and others.

Although there is no accurate way to measure the impact our Center and our newsletter have had on the development of a new profession, we are proud of what we have accomplished during this critical ten-year period of growth in Japanese programs nationwide. We look forward with great excitement to our second decade!

Carol Bond
Director, CITJ

Newsletter to Become JLTN Quarterly

The Japanese Language Teachers Network Newsletter, now entering its tenth year of publication, will celebrate its birthday with a name change. Beginning with the December issue, the Newsletter will be called the Japanese Language Teachers Quarterly, or *JLTN Quarterly*.

The new name reflects a commitment in recent years to provide an array of practical teaching ideas and materials for the secondary school classroom. The last two issues of the Newsletter featured such articles as "Tonari no Totoro: Listening, Writing and Speaking Activities" by Stephanie Wratten; "Multi-Level Classroom Strategies" by Carrol Lund; "Oral Activities for the High School Japanese Classroom" by Cliff Darnall; "Shitakiri Suzume: Using

Kamishibai in Japanese II and III" by Mamiko Ihara and Shu Huang; and "Skiing in Iwate", a comprehensive J-4 level activity by Chris Thompson.

The Quarterly will continue to feature practical teaching ideas and to include announcements, employment ads, book reviews and descriptions of newly available resources. There will be no increase in the subscription price.

So subscribe now using the enclosed form, and watch for your first issue of the *JLTN Quarterly* in December!

Teacher to Teacher

Trash Days in Towa

Proper trash disposal is a big concern in Japanese society. A glimpse into the culture and language surrounding this topic provides us with many practical examples of how Japanese vocabulary and expressions are used in a context we face every day. The worksheets that follow introduce the language and organization of trash disposal in Towa-cho.

The first worksheet is designed for first- or second-year students and requires a knowledge of hiragana and katakana. It would be helpful to discuss the vocabulary, which may not appear in any textbook, before attempting the exercise. Although some questions appear in English, students must be able to write their answers in Japanese.

The second worksheet requires a knowledge of hiragana, katakana, and basic Japanese grammar. Furigana is used on most kanji, and activities are designed to be as self-explanatory as possible. Part 6 will take the most time, and might best be done in pairs or larger groups.

While the worksheets should require only a minimum of supplementary explanation, teachers may wish to discuss the sentence structures and vocabulary for both the beginning and intermediate worksheets in relation to what students already know.

I hope these activities provide a new twist to some familiar material. Who knows, the Towa-cho trash plan might even work in America!

Chris Thompson
Towa-cho, Iwate-ken
Japan

分別収集にご協力を

分別して、決められた日・時間・収積所に出しましょう

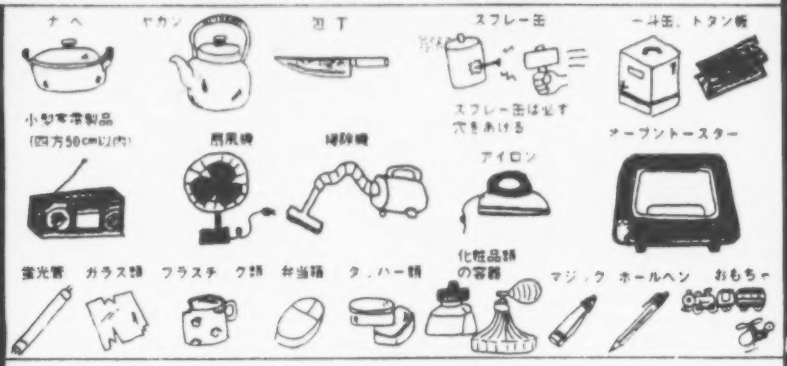
○収集するゴミ

燃えるゴミ

- 生ゴミは、十分に水切りして下さい。
- 目玉、卵殻、アルミはく類、化粧製品等に入っている発泡スチロールは燃やせるゴミです。
- 紙おむつは、汚物を取り除いて下さい。
- 木片、わくず（少量）は、太さ10cm、長さ50cmに束ねて下さい。
- ビニテープ、カセットテープは、処理施設の適正利用のため燃やせるゴミに出して下さい。

※新聞、雑誌、ダンボール、牛乳パック等は資源回収に出しましょう。

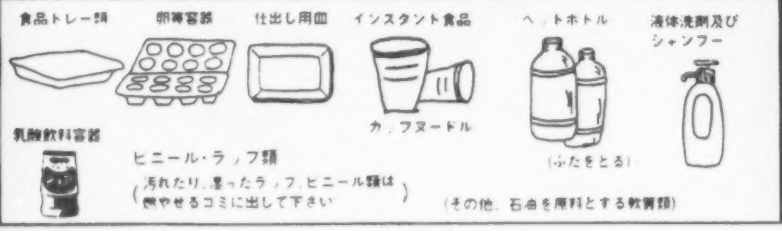
燃えないゴミ



- スプレー缶や、カセット式ガスボンベは爆発の危険性があるので穴を開けて下さい。
- 石油ストーブや容器は、中身を完全に抜いて下さい。
- エントツや、トタンは、50cm以内に束ねて出して下さい。（袋に入らない場合は、束ねた状態で出して下さい）。
- 乾電池は、集積所に備え付けの専用缶に別袋にまとめて入れて下さい。

※ヒン、アルミ缶、鉄類等は資源回収に出しましょう。

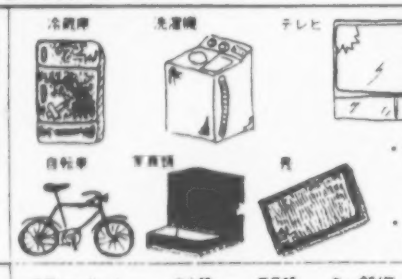
プラスチック製容器包装



- ビニール類は他の燃えないゴミと別にしてこの袋で出して下さい。
- ペットボトルは、金属のふたをとってから出して下さい。
- 食品トレーに燃やせる表示のあるものは、燃やせるゴミとして出して下さい。
- これら軟質製品類は、焼却処理しないで、熱を加えて減容処理します。

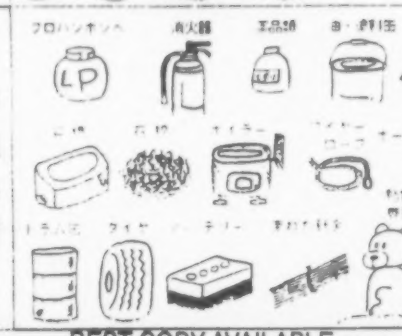
○収集しないゴミ

粗大ゴミ



- 個人で直接清掃センターに搬入して下さい。（清掃センターで処理できないものなどありますので、事前に電話連絡ください。 ☎ 31-2114）
- 家電製品などは、買い替えの時、販売店に引き取ってもらうようにして下さい。

その他のゴミ



（有）有田屋（北上市）
0197 64 6400
（有）北日本環境保全（北上市）
0197 65 3166

灰　家庭ごみを焼却した灰

- 灰の収集日は毎月第4木曜日です。
- 収集日の前日までに保健課まで申し込みください。申し込みのあった集積所だけを収集します。
- 青のクリーン袋を使用してください。
- 袋には必ず氏名を記入してください。

家庭ごみを焼却するときは煙などが近所の迷惑にならないように注意してください。

資源集団回収でゴミ減量と資源の再利用を！

BEST COPY AVAILABLE

東和町の分別収集

日本語

小級

なまえ：

ひづけ：

Study the following vocabulary and attached trash information sheet in order to complete the exercises below. All answers must be in Nihongo.

分別収集：collection of separated trash
燃えない：non-burnable
燃やせない：illegal-to-burn
燃える：burnable
捨ててください：Please throw "it" away
粗大ゴミ：large sized trash
その他のゴミ：other trash

PART 1.

In the section below, identify whether the waste item is designated as burnable, non-burnable, illegal-to-burn, large sized, or as "other trash."

1。ボールペン ・_____
2。ペットボトル ・_____
3。ストーブ ・_____
4。ナベ ・_____
5。ワイヤーロープ ・_____
6。包丁 ・_____

In the section below, identify whether the trash item is "collectable," or "non-collectable" trash. Add "です。" to the end of each designation to create a short sentence answer.

7。 おもちゃ ・_____
8。 オーブントースター ・_____
9。 卵殻 ・_____
10。 ビニール・ラップ ・_____
11。 バッテリー ・_____
12。 ガラス類 ・_____
13。 扇風機 ・_____
14。 テレビ ・_____

167

PART 2.

You have volunteered to help create a trash disposal plan for your school as part of a service project requirement. Using the Towa-cho chart as a model, create a "trash separation chart" for your classroom. Fill-in the chart below by listing which objects in your classroom fit into the five categories.

教室(きょうしつ)のゴミ分別(ぶんべつ)表

燃えるゴミ	燃えないゴミ	燃やせない	粗大(そだい)ゴミ	その他のゴミ
.	.	.	.	.
.	.	.	.	.
.	.	.	.	.
.	.	.	.	.

PART 3.

A trash can, probably like the one in your classroom, is called a ゴミ箱(ばこ) (a dust box). Use the following sentence pattern to ask your classmates to throw away specific burnable trash items (four from above and one from page 1) in the trash can as a part of your trash disposal plan:

(trash item) は(trash can) に捨(す)ててください。

1。 _____

2。 _____

3。 _____

4。 _____

5。 _____

PART 4.

In Towa-cho, burnable trash must be placed in red trash bags （あかのゴミ袋）, non-burnable trash goes into blue trash bags （あおのゴミ袋）, and illegal-to-burn trash must be put in green trash bags（みどりのゴミ袋）. Determine the appropriate colored trash bag for the items listed below by using the trash separation chart. Use the following sentence pattern:

(trash item)は(the appropriate colored bag)に入れてください。

1。 マジック ・_____

2。 食品トレー ・_____

3。 貝殻 ・_____

4。 卵等容器 ・_____

5。 蛍光燈 ・_____

東和町の分別収集

日本語

中級

名前：

日付：

Study the following vocabulary and attached trash calendar and information sheet in order to complete the exercises below. All answers must be in Nihongo.

分別収集：collection of separated trash
収集される：to be collected
捨ててください：please thrown "it" away
捨てられる：can be thrown away

燃える：burnable
燃えない：non-burnable
燃やせない：illegal-to-burn
粗大ゴミ：large sized trash
その他のゴミ：other trash

PART 1.

In the section below, identify whether the waste item is designated as burnable, non-burnable, illegal-to-burn, large sized, or "other trash." Answers must be in short sentence form, ending in です.

1。ボールペン ・_____
2。料理くず ・_____
3。ストーブ ・_____
4。ナベ ・_____
5。ワイヤーロープ ・_____

In the section below, identify whether the trash item is "collectable," or "non-collectable." Each answer must consist of two short sentences. The first sentence must end in ます or ません, the second in です.

6。 おもちゃは捨てられますか。どうしてですか。

_____

7。 オーブントースターは捨てられますか。どうしてですか。

_____

8。 卵は捨てられますか。どうしてですか。

_____

9。 ペットボトルは捨てられますか。どうしてですか。

_____

10。 バッテリーは捨てられますか。どうしてですか。

_____

PART 2.

The trash pick-up days for one Towa-cho district appears below. Answer the following questions based on the information on the calendar. Refer to thetrash chart for question 5.

平成７年度 ゴミ収集カレンダー

ゴミを出さない工夫に心がけましょう!!
☆むだなポリ袋や過剰包装はさけましょう。
☆リサイクル(再利用)できるものは、ゴミとして出さないようにしましょう。

燃えるゴミ 燃やせないゴミ(軟質石油製品類)

地域＼月	4	5	6	7	8	9	10	11	12	1	2	3
五町内	3.5.7 10.12.14	1.8.10 12.15.17	2.5.7 9.12.14	3.5.7 10.12.14	2.4.7 9.11.14	1.4.6 8.11.13	2.4.6 9.11.13	1.6.8 10.13.15	1.4.6 8.11.13	5.8.10 12.15.17	2.5.7 9.14.16	1.4.6 8.11.13
六本木住宅	17.19.21	19.22.24	16.19.21	17.19.21	16.18.21	18.20.22	16.18.20	17.20.22	15.18.20	19.22.24	19.21.23	15.18.20

燃えないゴミ(金属類・硬質石油製品類)

地域＼月	4	5	6	7	8	9	10	11	12	1	2	3
五町内 八日市場	5.19	17.31	7.21	5.19	2.16	6.20	4.18	1.15	6.20	17.31	7.21	6.20

You live in 五町内(ごちょうない).

1。今日は１１月２４日です。つぎの燃えるゴミ収集はなん日ですか。

_____

2。６月はなん日に燃えないゴミが収集されますか。

_____

3。２月に燃えるゴミは３０日に収集されますか。

_____

4。このゴミ収集カレンダーは平成(へいせい)なん年のカレンダーですか。

_____

5。粗大(そだい)ゴミとその他のゴミは有田屋(ありたや)と北日本環境保全(きたにほんかんきょうほぜん)が収集します。電話ばんごうはなんですか。

有田屋(ありたや)：_____

北日本環境保全(きたにほんかんきょうほぜん)：_____

PART 3.

In Towa-cho, each residence is responsible for putting trash for pick-up in a designated trash hut located in each neighborhood. Each trash hut has a left and right side, separated by a partition. Trash must be put into plastic trash bags called クリーン袋. The following message is tacked onto the outside wall of the Gochonai trash hut. Read the message and answer the following questions.

五町内のみなさんへ

・燃えるゴミは赤のクリーン袋に入れてください。
・燃えないゴミは青のクリーン袋に入れてください。
・燃やせないゴミは緑の袋に入れてください。
・赤のクリーン袋は小屋の左側に入れてください。
・青と緑のクリーン袋は小屋の右側に入れてください。

Based on the content of the message above, answer the following questions in English.

1. What must be done to the various kinds of trash?

2. Why are the trash huts separated?

PART 4.

In Towa-cho, burnable trash must be placed in red trash bags （あかのゴミ袋）, non-burnable trash goes into blue trash bags （あおのゴミ袋）, and illegal-to-burn trash must be put in green trash bags（みどりのゴミ袋）. Determince the appropriate colored trash bag for the items listed below by using the trash separation chart. Use the following sentence pattern:

(trash item) は(the appropriate colored bag) に入れてください。

1。 木類 ・_____

2。 ビニール・ラップ類 ・_____

3。 アルミ箔 ・_____

4。 紙おむつ ・_____

5。 ガラス類 ・_____

What about these items not on the Towa-cho information sheet?

6。 カセット ・_____

7。 靴下 ・_____

8。 かばん ・_____

9。 サントイッチ ・_____

10。 ノート ・_____

PART 5.

A trash can, probably like the one in your classroom, is called a ゴミ箱 (a dust box). Use the following sentence pattern to ask your classmates to throw away specific burnable trash items in the trash can as a part of your trash disposal plan:

(trash item) は(trash can) に捨ててください。

1。 _____

2。 _____

3。 _____

4。 _____

5。 _____

SUBSCRIPTION FORM

JAPANESE LANGUAGE TEACHERS NETWORK QUARTERLY

Name: _____

School or Organization: _____

Address: _____

_____

Telephone: _____ FAX: _____

Mailing Address: _____

_____

E-mail Address: _____

To receive the 4 Quarterly issues plus the 1996 updated list of Resources for Teachers of High School Japanese, I enclose:

_____ $20 for a regular subscription after November 24, 1995

_____ $18 for early subscriber discount before November 24, 1995

_____ $26 for overseas subscriptions

_____ additional contribution (optional)

I am a _____ Japanese teacher at (circle level): H.S. Jr. Hi. Elem. College

_____ Foreign language supervisor

_____ Satellite program facilitator

_____ Other (please specifiy) _____

If you know of anyone who might be interested in subscribing to the Japanese Language Teachers Network Quarterly, please write their name and address below. We will send them a free October issue. (Please use the back for additional names and addresses.)

Name: _____

Address: _____

Please make checks payable to the UNIVERSITY OF ILLINOIS. Send this form with your check to Barbara Shenk, University High School, 1212 West Springfield Avenue, Urbana, IL 61801. Send by November 24, 1995 to get the early subscriber discount!

PART 6.

As a service project, you have volunteered to help create an ecological trash disposal plan for your school. Using the Towa-cho chart as a model, create a "trash separation chart" for your school. Fill-in the chart below in Nihongo, and make sure the proper information is filled-in at the bottom of the page. Use either kana or kanji to list trash items. Use Arabic numerals for any questions that require numerical answers.

ゴミ分別表

学生ボランテイアー：

燃えるゴミ	燃えないゴミ	燃やせない	粗大ゴミ	その他のゴミ
（赤い袋）	（青の袋）	（緑の袋）	（トラック）	（トラック）
.	.	.	.	.
.	.	.	.	.
.	.	.	.	.
.	.	.	.	.
.	.	.	.	.
.	.	.	.	.
.	.	.	.	.
.	.	.	.	.

管理人：_____ 学生数：_____

校長：_____ 教員数：_____

Around the World in Japanese

For Christmas last year I received a Japanese world map from Chris Thompson, who, as you know, is now living and working in Japan. The following are some activities that I have written to go with this map. Some are simpler than others but most of them I place at the beginning of second year as a review of katakana and grammar. While the grammar in the trip activity is fairly complicated, the students are able to figure out the country as long as the specific vocabulary words are understood. This last activity could also be done as a reading activity. I hope that you'll be able to use them. I would like to thank my friend and colleague Linda LeBoutillier for her help and suggestions on these activities.

Linnea Visness
Apple Valley High School
Apple Valley, Minnesota

World maps in Japanese (80 x 100 cm) are available for about $12 from Sasuga Japanese Bookstore, 7 Upland Road, Cambridge, MA 02140 617/497-5460 sasuga@world.std.com, as well as from Kinokuniya Bookstores.

LISTENING AND SPEAKING ACTIVITIES

1. Guess Which Country

The teacher chooses a country and gives successive clues to describe its location. For example:

この国はアフリカにあります。
この国はケニアの北にあります。

Students guess which country it is.

Variations:

--If the students are studying other grammar patterns, other clues could be used such as:

この国で、ごはんをたべます。

--If you have pictures of the flags of the world you could describe the flags of the various countries using colors and shapes.

2. What Country Am I Thinking Of?

Divide students into groups of not larger than five. One student thinks of a country and the others have to ask yes or no questions until they figure out which country it is. Students will have to practice the structures and be given ideas of what to ask. For example:

おおきいですか。
アフリカにありますか。
この国で英語を話しますか。
スーダンのとなりにありますか。

3. Let's Take a Trip Around the World

All students have a copy of a world map in front of them. It can be in English if no Japanese maps are avialable to copy. The teacher narrates a trip and the students follow along, drawing the itinerary on their maps. An example of trip is as follows.

ニューヨークからひこうきで行きます。アイフルタワーがあるまちに着きます。どの国ですか。それからでんしゃで南のほうへ行きます。このまちでブルファイトをします。どの国ですか。それからまたでんしゃで行きます。舟にのりかえます。ゆうめいな映画とおなじなまえがあるまちにつきます。どの国ですか。それから東のほうへ行きます。ピラミッドがたっている所につきます。どの国ですか。それからひこうきで人が英語ではなす国に着きます。グレート　バリアー　リーフもここにあります。どの国ですか。

The trip could go on for several more countries or you could have students design their own trips around the world to narate to other students.

WRITING ACTIVITIES

Worksheet #1

世界にはたいりくが七つあります。北アメリカ、南アメリカ、アフリカ、ヨーロッパ、アジア、オセアニア、南極。つぎの国はどのたいりくにありますか。答えてください。

1。リビア
2。メキシコ
3。スウェーデン
4。ベネズエラ
5。フィリピン
6。ブラジル
7。スーダン
8。オーストリア
9。カナダ
10。オーストラリア

Worksheet #2

In complete sentences, locate each of these smaller, less well-known countries against a larger country near it using the directions, 北、南、西 and 東.

1。ザンビア（アフリカ）
2。ベルギー（ヨーロッパ）
3。タジキスタン（アジア）
4。スロバキア（ヨーロッパ）
5。トーゴ（アフリカ）
6。ラオス（アジア）
7。ハイチ（北アメリカ）
8。スリナム（南アメリカ）
9。ブータン（アジア）
10。グアテマラ（北アメリカ）
11。ボリビア（南アメリカ）

Book Review

楽しく話そう

Tanoshiku Hanaso, Bunka Institute of Language, 1995. 91pp., $30.50.
Available from Japan Book Center, The Water Garden Suite 160 East,
2425 West Olympic Blvd., Santa Monica, CA 90404-4036 310/453-1022

「楽しく話そう」is a supplementary conversation activity text to accompany 文化初級日本語. This text tries to use what students already know in realistic conversational settings of various kinds.

There are two parts to this book. The first section is intended to give complete beginners practice in the accurate use of basic structures, using an enjoyable game-playing approach. The second section contains conversations in various real and imagined situations, not only to interest and motivate but to widen and improve understanding of structure and expressions.

The book contains many simple pictures that students can use to create skits. Teachers can use the lessons according to the instructions, or create their own variations. For example, we used Lesson 6, 待ち合わせ, in the second section. After we learned basic expressions used to tell directions and wearing verbs such as きる、はく、する、かぶる and かける、 we decided to play Blind Date.

I divided the students into pairs and gave each pair a map of streets and buildings (p. 39) and a picture of people wearing a variety of clothing and accessories (p. 41). The map identifies many of the buildings but leaves six of them unlabeled. First I asked each pair of students to decide which unlabeled building would be their meeting place. Second, each pair had to decide what they would be wearing so that they would be able to identify each other. Finally they created and performed a skit in the form of a telephone conversation, arranging their blind date. The following is an (uncorrected) sample of their work:

アレックス： もしもし。
アマンダ： もしもし。
アレックス： ぼくはアレックスです。
アマンダ： こんにちは。
アレックス： レストランへ行きたいですか。
アマンダ： はい、行きたいです。レストランはどこですか。
アレックス： えきのところを、まっすぐ行ってください。
アマンダ： まっすぐですか。

アレックス：　はい。そして、やおやを左にまがってください。
アマンダ：　左ですか。
アレックス：　はい、レストランはやおやのとなりです。
アマンダ：　はい、わかります。
アレックス：　ぼくはめがねをかけて、ちゃいろのぼうしをかぶっています。
アマンダ：　はい、どうもありがとうございます。さようなら。
アレックス：　はい、さようなら。

「楽しく話そう」can be used easily and with great flexibility . While the book is part of the 文化初級日本語 I, II series, it can easily be used with other textbooks. I recommend it for anyone who wants to transform their students' grammatical knowledge into real competence.

Hiroko Ito
University High School
Urbana, Illinois

New Resources

📖 ***The Tuttle Kanji Cards*** present the first 440 characters of the *Kyoiku Kanji* designated as necessary for basic literacy by the Japanese Ministry of Education. Each card contains the character and stroke order on one side, and meanings, *on/kun* pronunciations, and four example compound words on the reverse. The unbound flash cards can be reorganized to suit any textbook or self-study curriculum. The accompanying booklet groups the kanji by their radicals and pronunciations, and includes stroke order and pronunciation indexes with cross-reference numbers for use with *Kanji & Kana* (Hadamitzky and Spahn) and *The Modern Reader's Japanese-English Character Dictionary* (Nelson). 440 cards, boxed, with reference booklet, $14.95. Available from Charles E. Tuttle Co., 153 Milk Street, Fifth Floor, Boston, MA 02109 Tel (617) 951-4080 Fax (617)951-4045.

📖 ***Hiragana and Katakana Wall Charts*** feature kana drawn in large, bold, easy-to-read strokes with colorful illustrations of sample words to help reinforce vocabulary. Hiragana Wall Chart, 2' x 3', laminated, $14.95. Katakana Wall Chart, 2' x 3', laminated, $14.95. Available from Charles E. Tuttle Co., 153 Milk Street, Fifth Floor, Boston, MA 02109 Tel 617/951-4080 Fax 617/951-4045.

📖 Ready to try something completely different? ***WordMate's Instant Japanese*** is a method that delivers English or Japanese words to the left, right and whole brain for quick and lasting vocabulary learning. WordMate is used with stereo headphones, capitalizing on the special aptitudes in each side of the brain. WordMate's Instant Japanese has four audio cassettes and a reusable workbook and sells for $49.95. For more information contact WordMate, P.O. Box 992, Skokie, IL 60076-0992. 708/677-6186.

A Homestay In Japan Update

We are proud to announce that the intermediate reader produced by CITJ, *A Homestay in Japan: Nihon to no Deai*, will be going into a second printing! The book was written by Caron Allen and Natsumi Watanabe, with editorial assistance from Carol Bond and Barbara Shenk. *A Homestay in Japan* was published in 1992 by Stone Bridge Press, Berkeley, California. The project was supported by grants from the U.S. Department of Education, The United States-Japan Foundation, and the University of Illinois. We have been gratified by the positive comments of teachers at both the high school and college level who use the book. An examination copy of *Homestay* may be obtained by contacting the publisher at Stone Bridge Press, P.O. Box 8208, Berkeley, CA 94707. Tel 510/524-8732 Fax 510/524-8711.

A Special Request to Teachers who have used *Homestay*: We would like to develop a companion piece for *Homestay*, that will further enhance the book's usefulness to teachers and students. Perhaps you have developed kanji drills, grammar notes, quizzes, writing exercises or other materials or activities to use with your classes to supplement the book. If you are willing to share these with other teachers, please let us know what you have. We would like to incorporate the ideas of as many teachers as possible in the Supplement. We will organize and polish the materials, and credit you and your school for your contributions. If you would like to be a part of this project, contact Carol Bond, CITJ, University High School, 1212 W. Springfield Ave., Urbana, IL 61801. Fax 217/333-4064 or e-mail cbond@uni.uiuc.edu

CITJ Welcomes New Staff Members

We are happy to announce that **Christopher Thompson** will be returning to CITJ in August 1996 as Associate Director of the Center and Japanese teacher at University High School. Chris taught part-time at the school from 1990-94 as he pursued graduate work in cultural anthropology at the University of Illinois. His "Teacher to Teacher" column has been a popular feature of the JLTN Newsletter. Chris conducted the Center's 1993 and 1994 summer workshops for high school teachers, which included a homestay visit to Japan. He has presented sessions for teachers at ACTFL and Central States Conference, and also served on the Board of Directors of NCSTJ. Chris, his wife Erin, and son Wesley, are presently residing in Towa-cho, Iwate Prefecture, Japan, where Chris is conducting research for his doctorate and working in the International Programs Division of the Towa-cho Town Offices. Chris has continued to write his column from Japan, and this year he will serve as Associate Director of CITJ, helping to plan future projects by e-mail and fax. Chris and his family are looking forward to returning to Illinois in August 1996.

Hiroko Ito is filling in for Chris Thompson in the classroom this year and serving as Japanese language consultant for the Center. She will assist with the development of instructional materials and contribute to the newsletter. Hiroko has lived in the Champaign-Urbana community for 15 years and is a native of Niigata, Japan. She has previously taught Japanese at the University of Illinois, where she earned a Master's degree in East Asian Languages and Cultures, with an emphasis in Japanese pedagogy. She also holds a B.A. in English from Obirin University, Tokyo. Hiroko has been an active member of the Illinois Japanese Language Teachers Association.

Employment Sought

Barbara Cohen seeks a position teaching Japanese, ESL and Social Studies beginning in the fall of 1996. Ms. Cohen holds an M.A. in TESOL from the School of International Training in Brattleboro, Vermont, and a B.A. in Religion/Political Theory from Denison University in Granville, Ohio. She is currently working towards certification in teaching Japanese and plans to be certified through Ursinus College in Pennsylvania in the spring of 1996. Ms. Cohen teaches ESL for the School District of Philadelphia and also has experience teaching ESL and intensive English at the Community College of Philadelphia and Temple University. She has taught English in Japan for three years. While in Japan she was apprenticed to a hand-papermaker and would enjoy teaching hand-papermaking to children. Contact Barbara Cohen at 6102 Ardleigh Street, Philadelphia, PA 19138. Tel 215/438-3597.

Kimiyo Nakamura seeks a position teaching Japanese at the high school or university level. Ms. Nakamura holds a certificate for teaching Japanese approved by the Japanese Ministry of Education. She graduated from Nanzan College in Japan with a major in English. She also holds a B.A. in Spanish from Mansfield University of Pennsylvania. She has experience teaching English, Japanese and mathematics to elementary, junior high and high school students, and also English for adults in Japan. Contact Kimiyo Nakamura, 1401 N Street N.W., #210, Washington, D.C. 20005. Tel and Fax 202/234-6151 (switched automatically)

Announcements

➢ The 29th Annual Meeting of the American Council on the Teaching of Foreign Languages (ACTFL) will be held in Anaheim, California, November 18-20, 1995. The 1995 convention will be co-sponsored by the National Council of Secondary Teachers of Japanese (NCSTJ) and will feature more than 25 (yes, that's twenty-five!!) presentations and workshops directly related to high school Japanese teaching. In addition, there will be a luncheon for Japanese teachers sponsored by the Japan Foundation Language Center, and new materials to look over in the vast exhibit halls. For more information contact ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801. Tel 914/963-8830.

152

➢ The 1996 Kezai Koho Center Fellowships offer an opportunity for your colleagues who are social studies teachers or supervisors to go to Japan. The fellowships cover transportation from hometowns to Japan and the expenses of the 16-day itinerary designed specifically for social studies educators. Educators who have visited Japan for longer than 72 hours are not eligible. The postmark deadline for applications is February 15, 1996. A brochure outlining application procedures may be obtained from the Program Coordinator, Keizai Koho Center Fellowships, 10 Village View Lane, Unionville, CT 06085 Tel 203/673-8684 Fax 203/675-4840

➢ The Japan Foundation is once again offering grants to assist Japanese language programs. Their grant programs include: Salary Assistance Program for Full-Time Japanese Language Teachers; Japanese Language Teaching Materials Donation Program; and Assistance Program for the Development of Japanese Language Teaching Resources. Application deadline is December 1, 1995. If interested, request information immediately from The Japan Foundation New York Office, 152 West 57th Street, 39th Floor, New York, NY 10019 Tel 212/489-0299 Fax 212/489-0409, or from your nearest Consulate-General or Embassy of Japan.

➢ Through arrangements with the Bunsai Intercultural Educational Exchange (BIEE), the Institute of International Education (IIE) will be administering the placement of candidates for the Foreign Language Teaching Assistants (FLTAs) in Japanese. The candidates will be selected by BIEE and will range in age from 22 to 35 years old. The duties of the assistants may consist of teaching, serving as a conversational resource, working in language laboratories, directing a language house or table and directing extra-curricular activities. In return for the services of the asssistants, U.S. host institutions provide the FLTAs room and board, a waiver of tuition and a stipend, which usually ranges from $300 to $500 per month. IIE coordinates placement and provides administrative supervision throughout the academic year. For each candidate accepted as a language assistant, participating institutions are charged a nominal fee of $200, which is billed at the start of the academic year that the assistantship begins. For further information, please contact: Soraya Hurtado, Manager, Foreign Language Teaching Assistant Program, Institute of International Education, 809 United Nations Plaza, 11th Floor, New York, NY 10017. Tel 212/984-5494.

The Newsletter of the Japanese Language Teachers Network is published four times each year in December, February, May and October. Our publication year begins with the December issue, but new subscribers are welcome at any time. In addition, a list of Resources for Teachers of High School Japanese is published in March-April. The subscription fee is $20.00 for the five publications. For more information, or to subscribe, contact Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, IL 61801. Tel 217/244-4808 Fax 217/333-4064 e-mail: bshenk@uni.uiuc.edu or cbond@uni.uiuc.edu

The Newsletter of the Japanese Language Teachers Network is a publication of the Center for Improvement of Teaching of Japanese Language and Culture in High School at the University of Illinois at Urbana-Champaign.

Editor: Barbara Shenk
Contributors: Carol Bond
Hiroko Ito
Chris Thompson
Linnea Visness

Typing and
Circulation: Marian Heal